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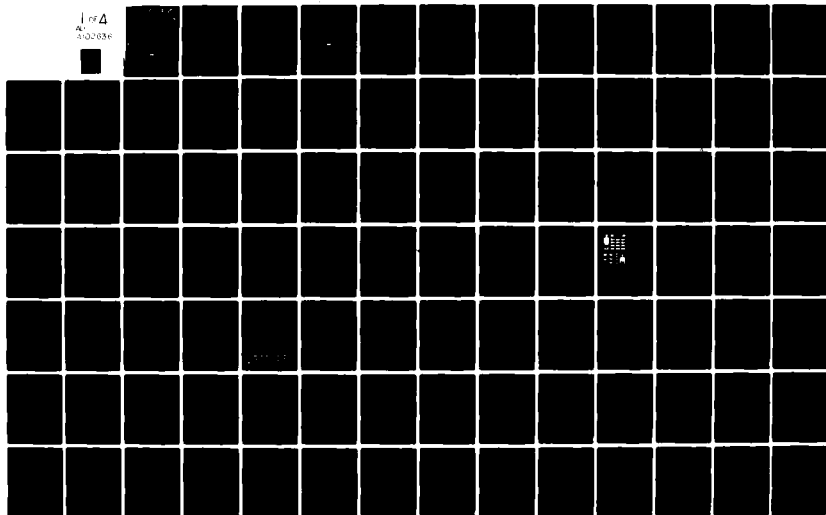
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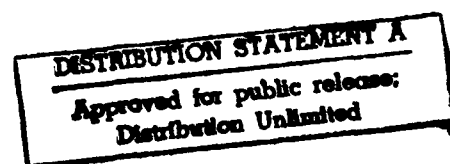


THE REPUBLIC OF TURKEY:
INTERCULTURAL EDUCATION
AND THE
COLORADO AIR NATIONAL GUARD

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This research report is presented as a competent treatment of the subject, worthy of publication. The United States Air Force Academy vouches for the quality of the research, without necessarily endorsing the opinions and conclusions of the author.

This report has been cleared for open publication and/or public release by the appropriate Office of Information in accordance with AFR 190-17 and AFR 12-30. There is no objection to unlimited distribution of this report to the public at large, or by DDC to the National Technical Information Service.

This research report has been reviewed and is approved for publication.

M D Bacon

M. D. BACON, Colonel, USAF
Director of Research and
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**THE REPUBLIC OF TURKEY :
INTERCULTURAL EDUCATION
AND THE
COLORADO
AIR NATIONAL GUARD**



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PREFACE

This report was written to assist any American military unit or individual facing assignment to Turkey. It is a case study of the United States Air Force Academy's Middle East Studies Group's assistance to the 140th Tactical Fighter Wing, Colorado Air National Guard (ANG), Buckley Air National Guard Base, Aurora, Colorado.

Lt. Colonel William A. Mitchell is a Tenure Associate Professor of Geography. He holds a Ph.D. (1974) in Geography and Asian Studies from the University of Illinois and an M.A. (1969) in Geography and Middle East Studies from the University of California, Los Angeles. Additionally, he is an Air Force area specialist. His master's and doctoral work were on Turkey. His published research has concentrated on Turkey, where he has received five research permits from the Government of Turkey, two research grants from the American Research Institute in Turkey, and one from the National Science Foundation. He has made over a dozen trips to Turkey and has lived there for about four years. Lt. Colonel Mitchell has assisted individuals and units from the Colorado, Nebraska, Georgia, Mississippi, South Carolina, Indiana, and Massachusetts Air National Guard for deployments to NATO's Southern Flank Region.¹ He has accompanied the guard units from Colorado, Nebraska, and Georgia on their deployments. His recent research focuses on intercultural communication and cultural awareness.

Lt. Colonel Carl W. Reddel is a Tenure Professor and Head of the Department of History. He holds a Ph. D. (1973) in Russian History and a Soviet

¹For purposes of this report, the NATO Southern Flank Region is defined as Greece and Turkey.

Area Certificate from the Russian and East European Institute of the University of Indiana and an M.A. (1962) in History and Russian Area Studies from Syracuse University. Additionally, he is a USAF Soviet area specialist. Lt. Colonel Reddel has assisted the Colorado, Georgia, Mississippi, and Indiana Air National Guard for deployments to NATO's Southern Flank Region. He was the coordinator for the Colorado program. Lt. Colonel Reddel has been stationed in Turkey and has an interest in Turkish studies.

Captain (Major selectee) Bryant P. Shaw is an Instructor of History. He holds an M.A. (1975) in African Affairs from Duquesne University and is currently enrolled in a Ph.D. program in African history at the University of Wisconsin. Captain Shaw attended the Peace Corps Training Program at Syracuse University and served as a Peace Corps Volunteer in the Republic of Botswana from 1966 to 1969. After his entry into the Air Force, he served as an area orientation instructor at the USAF Special Operations School from 1970 to 1973 and as an intelligence officer in the Republic of Korea in 1975-76. Captain Shaw was an administrative and staff coordinator for the Colorado and Indiana Air National Guard training programs conducted by the Academy.

The authors thank the men and women of the 140th Tactical Fighter Wing for their splendid cooperation, enthusiasm, and assistance during the education and training program. Special thanks go to Brigadier General James C. ("Jim") Hall, Director of Public Affairs for the Colorado Air National Guard, who perceived the need for intercultural education for his unit, took the initiative to insure the unit received proper education, and, although not realizing it at the time, began an effort that has continued with other ANG units for several years. Indeed, the end of this influence is not yet in sight.

The Turkish Air Force is due a final note of appreciation for its splendid hospitality at Merzifon, the location to which the Colorado National Guard was

deployed.² Of course, without the foresight of Brigadier General John L. France, Commander of the Colorado Air National Guard, the program would never have materialized and been executed with success.

²See the map on Attachment 6 for its location.

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INTRODUCTION

In October 1959, as President Eisenhower's Air Force One touched down at Esenboga Airport in Ankara, there was a festive and joyous mood among the tens of thousands of Turks gathered along the 18-mile route from the airport to the capital city, anxiously awaiting a glimpse of the President. The Turks had placed American flags and banners along the motorcade route, and pictures depicting Turkish friendship with the United States were everywhere. William Mitchell, one of the authors of this report, stood in that crowd and was overwhelmed by the affection and admiration directed at Americans. Americans were indeed welcomed in Turkey, and many of the some 9,000 Americans and their dependents stationed in Turkey at that time enjoyed their assignments. Today, some twenty-one years later, the USAF has created the Turkey Initiative Working Group to make assignments to Turkey more attractive.³ The country is now perceived as a "lousy" assignment. The Turks are stereotyped as cruel, vicious, and even barbaric. What has happened? Why such a radical change in two decades? Have Turkish or American values and aspirations changed? Do the U.S. and Turkey need each other? These issues and others were surveyed in our program. We examined the historical ties between the two countries, showed the basis for Turkey's instability,

³ A brief note on the formation and composition of this Group was contained in the Air Force Policy Letter for Commanders (Washington, D.C.: Office of the Secretary of the Air Force), No. 23-80 (1 December 1980).

and attempted to correct many misperceptions which were based on inaccurate information or atypical experiences.

Informal genesis of the program began in early May 1979, when Brigadier General (then Colonel) Jim Hall telephoned an acquaintance at the USAF Academy. He asked Lt. Colonel William J. ("Bill") Wallisch, Assistant to the Dean, for assistance in locating any officers at the Academy knowledgeable of Turkish affairs and familiar with the country on a first-hand basis. Bill Wallisch knew Lt. Colonel Carl W. Reddel had recently returned from an assignment to the Joint United States Mission for Military Aid to Turkey (JUSMMAT) and discussed the upcoming Colorado Air National Guard deployment with him. Subsequently, Lt. Colonel Reddel contacted Lt. Colonel (then Major) William A. Mitchell, a Turkish area specialist in the Academy's geography program and explored the possibility of developing a program of cultural and language training. Lt Colonel Reddel, Lt. Colonel Mitchell, and Mr. Donald M. Bishop, now with the International Communications Agency, developed a comprehensive twelve-week program to prepare the Colorado unit for participation in the NATO exercise, Display Determination.⁴ The program was designed to make maximum use of the interdisciplinary Middle East Studies Group recently formed at the USAF Academy.

Formal genesis of the program began on 23 May 1979, when Brigadier General John L. France, Commander of the 140th Tactical Fighter Wing, asked Brigadier General William A. Orth, Dean of the Faculty, for academic support to establish "a series of classes that would cover the basics of the Turkish language and culture for key members of my staff, and as many other Guardsmen as possible."⁵ General Orth responded with the support and hoped that "... (faculty) support will

⁴This exercise is described on p 5.

⁵Attachment I

contribute to the success of your organization in meeting the challenging requirements of your forthcoming deployment."⁶

The program was designed to provide members of the Colorado ANG with useful knowledge about Turkey and to develop a positive attitude among them about this important NATO ally.⁷ Besides emphasizing language training each week for ten weeks,⁸ the program included presentations on subjects of general geography (climate, regions, rural vs. urban problems, etc.), urban turkey (urban problems, migrations, gecekodu, economic results, etc.), Islam (as related to Turkey), history (Ataturk, the Ottoman heritage, modern Turkey, etc.), cultural shock (clarification of "them vs. us"), rural Turkey (what life is like for about 60% of the people), demography (growth, change, regional imbalances), social customs (rural and urban, dating, marriage, women's rights), urban terrorism, and U.S.-Turkish relations.⁹ We focused on reducing ethnocentrism and arrogance by positive motivation with both knowledge and language.

During the development of the program, we continually asked ourselves "What do the Guardsmen need to know to maximize their effectiveness to the mission?" We believed that an accurate mosaic of the historical, economic, social, geographical and political scene¹⁰ would identify most problems and

⁶ Attachment 2

⁷ Attachments 3 and 4

⁸ Attachment 5

⁹ Attachment 6

¹⁰ Attachment 7

would allow us to focus on causes and consequences of these problems as they affected the deployment.¹¹

THE AIR NATIONAL GUARD

The Air National Guard plays a vital role in the Total Force Policy. As part of the reserve forces available to the President for achieving national objectives, the ANG has been modernized and now has improved capabilities to augment regular forces. The ability of the ANG to reinforce and support the Regular Air Force on short notice is crucial for our total mobilization during a national emergency.

The national defense mission of the ANG and the Air Force Reserve is identical, but the ANG is also responsible for a state role. This dual status, of both federal and state responsibilities, makes the Guard unique. The Guard's state mission falls under the governor, and involves protecting life and property and preserving peace, order, and public safety. All ANG units are commanded by the governors of the various states.

¹¹For example, On September 12, 1980, with the country nearing economic collapse and internal civil war, the military commander, led by General Kenan Evren, took over the government from Prime Minister Demirel. The military leaders rationalized the coup based on five years of increasing terrorism in which over 4,000 Turks were killed. They vowed to rewrite the constitution, return the government to civilian rule, and maintain its pro-Western foreign policy and commitments to NATO. NATO's 1980 exercise Display Determination, in which the Georgia Air National Guard deployed to Murted, Turkey, was held just days after the coup.

ANG units are functionally aligned with gaining Regular Air Force major air commands. There are 91 flying units aligned with five gaining major air commands. Some of the 231 nonflying units are also attached to major air commands; others are not. It's important to note that several ANG units were called up for the Korean War, the Berlin Crisis, the Pueblo seizure, and the Vietnam War.

DISPLAY DETERMINATION: OPERATION CORONET RIDER

The 140th Tactical Fighter Wing of the Colorado Air National Guard was a participant in Display Determination, a NATO joint services exercise which was part of the Supreme Allied Commander Europe's "Autumn Forge" series of military exercises. Operation Coronet Rider was the code name assigned to the Colorado Air National Guard for its participation in the exercise. It was designed to demonstrate NATO capability to reinforce and resupply the southern European region during a threat by unfriendly forces. The exercise involved forces from the United States, Italy, Portugal, Turkey, and the United Kingdom.

According to the war scenario, the enemy started hostile activities along the southeastern flank of NATO, demanding outlets to the Aegean Sea. The NATO objective was to perform a coordinated air, land, and sea effort to seize occupy, and defend a beachhead on Saros Bay, Turkey, from which follow-on NATO amphibious forces could pursue the enemy. The United States amphibious task force was part of the U.S.S. Nimitz and U.S.S. Independence carrier elements.

During the 30-day exercise, the Colorado Air National Guard deployed 485 Guardsmen and 18 A-7D tactical fighter bombers. Pilots flew 382 sorties for amphibious landing support, simulated enemy ship attacks, and interdiction missions.

CULTURAL PREPARATION BY THE UNIT

The 140th Tactical Fighter Wing, particularly Brigadier General (then Colonel) James Hall, took the initiative to prepare materials to assist the unit before and during the deployment. For example, signs in the Turkish language were printed in the base paper¹² and were placed around the headquarters buildings.¹³ Other signs were prepared for use in Turkey.¹⁴ Colonel Hall asked for a map of Colorado printed in Turkish for the deployment. This map was drawn by the Geography department at the U.S. Air Force Academy.¹⁵ The unit prepared an extensive operations order,¹⁶ and the Office of Information prepared a handbook of essential data.¹⁷

THE DEPLOYMENT

On 15 September 1979, the 140th Tactical Fighter Wing (TFW) of the Colorado Air National Guard began its deployment to Merzifon Air Base, Turkey, as part of NATO's Display Determination: Operation Coronet Rider. The exercise, which covered the period 15 September through 14 October 1979, included participation by all NATO countries except Greece. In support of this exercise, the Wing deployed 18 A-7Ds, 42 pilots, approximately 550 support personnel, "bare base" kits, and other essential supplies.

¹² Attachment 8

¹³ Attachment 9

¹⁴ Attachment 10

¹⁵ Attachment 11

¹⁶ Attachment 12

¹⁷ Attachment 13

Coronet Rider activities developed in several stages. The deployment began on 19 September 1979, when 18 A-7D aircraft, plus required air and ground spares, departed via Torrejon Air Base, Spain, enroute to Merzifon Air Base, Turkey. SAC KC-135 tankers provided in-flight refueling support. Personnel, along with additional A-7D pilots, supplies and equipment were deployed on MAC C-141 aircraft between 16-20 September. Emergency standby teams followed the deploying fighters for recovery should the need occur. A mid-term rotation of about half the Guardsmen was conducted by commercial by contracted aircraft on 2-3 October 1979.

As part of the deployment stage, an Advance Party (ADVON) departed Buckley with key personnel on 16 September 1979. The employment phase consisted of flying training missions and participation in the Display Determination war scenario. On 12 October 1979, the redeployment phase began with the departure of the 18 A-7D aircraft from Merzifon to Torrejon Air Base, Spain, and on to Buckley ANG Base, Colorado, via Rickenbacker Air Force Base, Ohio.

The first 140th TFW element to deploy was the advance team. The advance team, consisting of Colonel (then Lt. Colonel) Donald O. Neary, the Vice Wing Commander, Colonel Hall, the State Director of Information, the Wing Operations Officer, the Maintenance Officer, Lt. Colonel Mitchell, and 33 others departed Denver, Colorado, on 16 September 1979 via C-141. The team arrived at Adana, Turkey, on 17 September 1979. For the trip from Adana to Merzifon, the team changed to a C-130. The advance party's goal was to arrive at Merzifon and work out any difficulties before the scheduled landing of the A-7Ds.

Officially, Lt. Colonel Mitchell was asked by the 140th TFW Commander to be their interpreter, negotiator, and advisor on military and civic affairs. Since Brigadier General France would arrive with the A-7Ds, Lt. Colonel Mitchell

initially worked with the Vice Wing Commander and the Director of Information/Protocol. However, during the course of the deployment, he assisted almost every American on Merzifon Air Base.

Some specific examples of his diverse activities are shown below. Upon arrival, he immediately began interpreter duties and arranged the first protocol visit with the Turkish officials. Since this was a "bare base" deployment (the first ever to a Turkish air base), problems were numerous. He negotiated with Turkish representatives on such things as flying formations and their makeup; obtaining compressors, bomb lifts, munition trailers, and liquid oxygen; water for drinking, showers and washing; food purchases from the nearby town; security (a very serious problem); barrier construction on both ends of the runway; reestablishing runway lights (after we twice cut their cables); setting up a "Turkish supermarket" for our troops; establishing transportation to local communities; introducing American functional specialists to their Turk counterparts; sanitation pickup; and obtaining laborers for our dining facility. He also negotiated for permission to photograph activities since Airman magazine was writing a story on the deployment. These negotiations were significant since picture taking is illegal on Turkish bases. The unit did get limited permission to photograph U.S. activities. Additionally, Lt. Colonel Mitchell assisted officials of the Turkish Air Force, particularly General Tunc, 5th Air Force Commander, in communicating with the many American military visitors to Merzifon. Finally, on numerous occasions Lt. Colonel Mitchell was called over to the Turkish side of the base to explain in detail various needs and actions of the deployed American forces.

Several USAF general officers visited the unit. Major General Bowling (6th ATAF/NATO), Major General Guice (Director, U.S. ANG) and Major General Burns (Commander, TUSLOG) were at Merzifon for the arrival of the A-7Ds.

Later, when flying missions began, visitors included Lt. General Gabriel (USAF OPS), Lt. General Brett (6th ATAF), Major General Clemmets (USAFE), and Brigadier General Oaks (USAFE). In addition to the American visitors, General France and all of his officers attended a reception in Merzifon with General Tunc, the mayor of Merzifon, and the governor of Amasya province.

Lt. Colonel Mitchell's perception of the deployment is that it was a total success. The Guard had a very difficult challenge, operationally and logistically. They studied for the exercise, developed a positive attitude, and applied their knowledge in the field. General Tunc was deeply grateful for their attempt to communicate in Turkish. General France's speech, delivered in Turkish, was an example of the detailed planning and effort he and his people expended. They established mutual friendship. Time and again, an enlisted man or woman would bring a Turk to Lt. Colonel Mitchell and ask if they were communicating correctly. Throughout the camp, Guardsmen could be found with their Turkish dictionaries, trying to express ideas to Turks. The concept of "people to people" was applied constantly.

This TDY was the most satisfying experience of Lt. Colonel Mitchell's career. He saw the Guard preparing for an important political and military mission and observed them superbly following through with it. In the process, the Americans and Turks developed mutual respect for each other's country. Lt. Colonel Mitchell personally benefited by learning about air operations, maintenance, logistics, and about the need for patience and understanding when two different cultural groups work under stress.

PUBLICITY ABOUT THE DEPLOYMENT

The total experiences of the Colorado Air National Guard's deployment were well documented. Airman magazine published a very comprehensive article,¹⁸ and the Supplement to the Air Force Policy letter for Commanders noted the program's success and its impact on future deployments.¹⁹ National coverage was also provided in the National Guard.²⁰ Locally, base newspapers covered the deployment.²¹ Additionally, the USAF Academy publicized the program among its faculty.²²

THE EFFECTIVENESS OF THE PROGRAM

A preliminary report on the deployment contained strong indications that the intercultural training program had a profoundly positive effect on the deployment's success.²³ We were very concerned that this prototype program be evaluated for its effectiveness in a more formal manner. Surveys of Guardsmen were conducted prior to and after the program.²⁴ Also, a post-deployment survey was

¹⁸ Attachment 14

¹⁹ Attachment 15

²⁰ Attachment 16

²¹ Attachment 17

²² Attachment 18

²³ Attachment 19

²⁴ Attachment 20

administered.²⁵ The effectiveness of the training program was evaluated by Lt. Colonel Mitchell in an Air Command and Staff College research paper.²⁶ Additional assessment of the program's effectiveness by someone who did not participate in the academic portion of the program was provided by Captain Bryant P. Shaw, an administrative and staff coordinator.²⁷

²⁵ Attachment 21

²⁶ Attachment 22

²⁷ Appendix 1

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ATTACHMENT 1

DEPARTMENT OF MILITARY AFFAIRS
HEADQUARTERS, 140TH TACTICAL FIGHTER WING (TAC)
BUCKLEY AIR NATIONAL GUARD BASE, AURORA, COLORADO 80011



REPLY TO
ATTN OF: CC

23 May 1979

SUBJECT: Request For Academic Support

TO: BrigGen William D. Orth
Dean of the Faculty
USAFA, CO 80840

1. Informal contact with two members of your Faculty, Major Carl Reddel and Major William Mitchell, indicate that your staff would be willing to support what we consider to be a vital requirement for the deployment of the Colorado Air National Guard to the Republic of Turkey.
2. This requirement is to establish a series of classes that would cover the basics of the Turkish language and culture for key members of my staff, and as many other Guardsmen as possible.
3. Our Comptroller will provide Funding Citation for TDY and Travel for those Faculty members involved.
4. With your concurrence, I would like my Project Officer, Colonel James Hall, to work out the details and logistics with Major Reddel.
5. We would like to start their essential classes on 1 June 1979, and finish on 3 August 1979.

JOHN L. FRANCE, BrigGen, COANG
Commander

ATTACHMENT 2

DEPARTMENT OF THE AIR FORCE
THE DEAN OF THE FACULTY
USAF ACADEMY, COLORADO 80840



REPLY TO
ATTN OF: DF

JUN 6 1979

SUBJECT: Request for Academic Support

TO: Brig Gen John L. France
Commander, COANG
Buckley ANGB, Aurora, CO 80011

1. Members of our faculty will be able to support the deployment of the Colorado Air National Guard to the Republic of Turkey. I am pleased that we can provide classes on the language and culture of Turkey for key members of your staff and as many other Guardsmen as possible.
2. Major William A. Mitchell will be a key figure in providing this support because of his unusually broad experience and specialized knowledge of Turkey. Lt Col Carl W. Reddel will act as overall coordinator for your efforts. I have asked him to contact Colonel James Hall, your Project Officer, to work out the details of the program.
3. I trust that our support will contribute to the success of your organization in meeting the challenging requirements of your forthcoming deployment.

William A. Orth

WILLIAM A. ORTH, Brig Gen, USAF
Dean of the Faculty



ATTACHMENT 3

OBJECTIVES

To prepare members of the Colorado Air National Guard for their deployment to Turkey by

- providing useful knowledge about Turkey, and
- developing a positive attitude about our NATO ally.

I. KNOWLEDGE

Following the course of instruction, students will know:

- a. The strategic importance of Turkey and its contribution to NATO.
- b. Turkey's major geographic features.
- c. Fundamental tenets of the dominant religion, Islam.
- d. Relevant historical background.
- e. The current issues in Turkish life, including:
 1. The crisis of modernization, with special attention to:
 - (a) Rural and urban sectors.
 - (b) Islam and secularism.
 - (c) Traditional and modern life.
 2. Turkey's relations with the United States
 - (a) Military issues in particular.
 - (b) The need for correct behavior by American military personnel.
- f. Forty useful phrases in Turkish (following an abbreviated course of instruction).
- g. How to speak basic English for more effective communication with Turkish counterparts not completely fluent in our language.

II. ATTITUDES

Students should develop:

- a. An attitude of respect for:
 - 1. Islam.
 - 2. Traditional life.
 - 3. Turkey's accomplishments.
- b. An understanding of culture shock and other factors which often erode effective interaction of Americans and other peoples.
- c. Confidence, through language preparation, in the member's ability to "get along" with Turks on and off base.
- d. An eagerness to meet the Turkish people and see Turkish society.
- e. The willingness to observe correct behavior in Turkey.

ATTACHMENT 4

UNITED STATES AIR FORCE ACADEMY

INTERDEPARTMENTAL MIDDLE EAST STUDIES GROUP

TURKEY

Colorado Air National Guard
1979 NATO Deployment

UNITED STATES AIR FORCE ACADEMY

FACULTY PARTICIPANTS

LT COL CARL W. REDDEL, Ph.D., University of Indiana; Department Head and Professor, Department of History; historian; area specialist; former program coordinator; and participant in the Colorado and Georgia programs. Stationed in Turkey. AV 259-3230.

MAJOR (LT COL SELECTEE) WILLIAM A. MITCHELL, Ph.D., University of Illinois; Tenure Associate Professor, Office of Instruction for Geography; program coordinator; area specialist; geographer; participant in the Colorado, Nebraska, Georgia, Mississippi, and South Carolina programs. Deployed with Colorado, Nebraska, and Georgia. Stationed in Turkey. AV 259-3067.

MAJOR TAYLOR BARNES, Ph.D. Candidate, University of Illinois; Assistant Professor, Office of Instruction for Geography; geographer; participant in the Mississippi program. Stationed in Turkey. AV 259-3067.

MAJOR FRANK KYRIOPOULOS, M.A., University of Utah; Assistant Professor, Department of Foreign Languages; linguist; area specialist; participant in the Colorado, Georgia, and Mississippi programs. Stationed in Turkey. AV 259-3340.

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MR. DONALD M. BISHOP, M.A., Ohio State University, is a Captain in the USAF Reserve and is currently serving with the International Communications Agency in Hong Kong. He is a specialist in intercultural communications.

Week 1 (1 Jun 79)	<u>General Geography of Turkey</u> (climate, regions, east vs. west, rural vs. urban - major contemporary problems) Mitchell/Reddel <u>Language</u> (introduction to the language, greetings, and general phrases) Mitchell
Week 2 (8 Jun 79)	<u>A Pictorial Presentation on Urban Turkey</u> (urban problems, migrations, shanty towns, economic problems) Mitchell <u>Language</u> (in the restaurant, asking directions) Mitchell
(9 Jun 79)	<u>Weekender support package</u> Mitchell
Week 3 (15 Jun 79)	<u>Islam</u> Kyriopoulos <u>Language</u> (transportation/getting a cab or dolmus, directions) Mitchell
Week 4 (22 Jun 79)	<u>History</u> (Ottoman empire, Ataturk and modern Turkey) Reddel <u>Language</u> (counting, money, costs) Mitchell
Week 5 (29 Jun 79)	<u>Cultural Shock</u> (ethnocentrism) Bishop <u>Language</u> (military rank and important signs) Mitchell
Week 6 (6 Jul 79)	<u>A View of Rural Turkey</u> (what life is like for 65% of the Turks) Mitchell <u>Language</u> (time, days, seasons) Mitchell

Week 7 (13 Jul 79)	<u>Demography</u> (growth, change, regional imbalances) Mitchell/Stewart
	<u>Language</u> (shopping, parts of the body) Mitchell
(14 Jul 79)	<u>Weekender support</u> Mitchell
Week 8 (20 Jul 79)	<u>Social Customs</u> (rural and urban, dating, marriage, women's rights) Mitchell
	<u>Language</u> (common objects, personal pronouns, summary) Mitchell
Week 9 (27 Jul 79)	<u>Urban Terrorism</u> Reddel/Menarchik
Week 10 (3 Aug 79)	<u>U.S. - Turkey Relations</u> Reddel/Ewig
(11 Aug 79)	<u>Weekender support</u> Reddel/Ewig/Menarchik

ATTACHMENT 5

Lesson 1 (1 June 1979)

INTRODUCTION TO TURKISH

The Turkish that I present to you is representative of the standard speech of Turks. There can be local variation in pronunciation and vocabulary as there is in the United States. However, the language you are about to learn is used and taught all over Turkey as the national standard.

Turkish, the main language of Turkey, is a member of the Ural-Altaic language family. Included in this family are other languages in the Turkic group found in various areas of Asia and the Soviet Union, along with others under Mongol and Manchu headings. There are also speakers of Kurdish, Laz, Circassian, Arabic, Greek, Armenian, Syriac within Turkey. But almost everyone speaks Turkish. Some educated Turks speak French, German and English.

The materials I present and the approach I use are to facilitate spoken Turkish. Depending upon your interest and effort outside class, at the end of eight weeks you should have a working knowledge of 50-80 phrases.

We will use repetitive drills in the classroom. I will review the previous lesson at the beginning of each class.

TURKISH ALPHABET

The Turkish alphabet consists of eight vowels and twenty-one consonants.

A B C Ç D E F G Ğ H I İ J K L M N O Ö P R S Ş T U Ü V Y Z

a b c ç d e f g ğ h ı i j k l m n o ö p r s ş t u ü v y z

Letter	Name	Approximate pronunciation
A	a	as in French <i>avoir</i> , Northern English <i>man</i>
B	b	as in English
C	c	<i>j</i> in <i>jam</i>
Ç	ç	<i>ch</i> in <i>church</i>
D	d	as in English
E	e	as in <i>bed</i>
F	f	as in English
G	g	as in <i>goat</i>
Ğ	ğ	lengthens a preceding vowel
H	h	as in <i>house</i>
I	ı	<i>i</i> in <i>cousin</i>
İ	i	as in <i>pit</i>
J	j	as in French <i>jour</i> , like <i>s</i> in <i>leisure</i>
K	k	as in <i>king</i>
L	l	as in English
M	m	" "
N	n	" "
O	o	like French <i>au</i>
Ö	ö	as in German <i>König</i> , French <i>ou</i> in <i>deux</i>
P	p	as in English
R	r	as in <i>ribbon</i>
S	s	as in <i>ring</i>
Ş	ş	<i>sh</i> in <i>shall</i>
T	t	as in English
U	u	as in <i>push</i>
Ü	ü	as in German <i>Führer</i> , French <i>u</i> in <i>tu</i>
V	v	as in English
Y	y	as in <i>yet</i>
Z	z	as in English

G.L. Lewis

LANGUAGE DRILL

Hello	Merhaba
Sir, Madam, Ms.	efendim
(I) Thank you	Teşekkür ederim
How are you?	Siz nasılsınız?
I'm fine, thank you	İyiyim, teşekkür ederim
Good morning	Gün aydın
Good evening	İyi akşamlar
Good night	İyi geceler
(Good Night) May God give rest	(Allah rahatlık versin)
Come in please	Büyrun efendim
Welcome!	Hoş geldiniz
We're glad to be here	Hoş bulduk
Good bye (said by person leaving)	Allah'a ısmarladık (Allah'ımarladık)
Good bye (said by person staying)	Güle Güle (go laughing)

Greetings and current phrases

When greeted by the words "Hoş geldiniz" (welcome), reply "Hoş bulduk" (pleased to see you).

Hello	: Merhaba
Good morning	: Günaydın
Good evening	: İyi Akşamlar
Good night	: İyi Geceler
Yes	: Evet
No	: Hayır (and frequently Yok)
("No" is sometimes expressed by simply throwing the head back or merely raising the eyes upwards.)	
O.K., alright, ready	: Tamam
Please	: Lütfen
Thank you	: Teşekkür ederim or "mersi"
Not at all	: Rica ederim
I'm sorry or excuse me	: Affedersiniz
How are you?	: Nasılsınız?
I am fine, well (we are..)	: İyiyim, iyiyiz
There is...	: Var (placed at end of sentence)
There isn't....	: Yok (placed at end of sentence)
Is there...	: ... var mı (placed at end of sentence)
Where	: Nerede
How	: Nasıl
i do not understand	: Anlamıyorum
Good-bye (said by person leaving)	: Allaha ısmarladık (we have commended you to God)
Good-bye (said by person remaining)	: Güle güle (go with joy)
When being seen off, or seeing someone off on a Journey	: İyi yolculuklar (bon voyage)

NUMBERS

1 : Bir	11: Onbir	20: Yirmi	150: Yüz elli
2 : İki	12: Oniki	21: Yirmibir etc.	200: İkiyüz
3 : Üç	13: Onüç	30: Otuz	1000: Bin
4 : Dört	etc.	40: Kırk	2000: İki bin
5 : Beş		50: Elli	
6 : Altı		60: Altmış	
7 : Yedi		70: Yetmiş	
8 : Sekiz		80: Seksen	
9 : Dokuz		90: Doksan	
10: On		100: Yüz	
First : Birinci	Second : İkinci	Third : Üçüncü	

From: Travel Guide to Turkey, Republic of Turkey, Ministry of Tourism and Information.

Shopping

How much does this cost?	: Bu ne kadar?
It is too expensive	: Çok pahalı
I like this	: Bu hoşuma gitti
I don't like this	: Bunu beğenmiyorum
(Shopping continued)	
Money	: Para
I would like something cheaper	: Daha ucuz bir şey istiyorum
I would like something better	: Daha iyi bir şey istiyorum
How much is it?	: Ne kadar or kaç para?
Shoes, slippers	: Ayakkabı, terlik
Dress, suit	: Elbise, (for men: erkek elbisesi)
Slacks, blouse, skirt	: Pantolon, blüz, etek
Shirt, tie, hat	: Gömlek, kravat, şapka

Toponymic terms

Kale	Fortress	İrmak	River
Hisar	Castle	Nehir	River
Pazar	Market, Shopping centre (also means Sunday)	Körfez	Gulf
Dağ	Mountain	Ada	Island
Köy	Village	Orman	Forest
Deniz	Sea	Göl	Lake
		Harita	Map

Motor oil	: Yağ
Oil change, greasing	: Yağ değiştirmek, yağlamak
My car has broken down	: Arabam bozuldu
The engine is not working properly	: Motor iyi çalışmıyor
Is there a garage nearby?	: Yakında bir garaj var mı?
Please repair that	: Bunu tamir edin
Tyre, flat tyre	: Lâstik, lâstik patladı
Battery, brakes, gear box	: Akümülatör (akü), frenler, vites kutusu
Spark plugs	: Bujiler
Is the road good?	: Bu yol nereye gidiyor?
Road map	: Yol güzel mi?
	: Yol haritası

From: Travel Guide to Turkey, Republic of Turkey, Ministry of
Tourism and Information.

Expressions of time

There are three words for expressing time, as will be seen below:

The hours :

Hour, one hour	:	Saat, bir saat
What time is it?	:	Saat kaç?
At what time?	:	Saat kaçta?
One (a) minute	:	Bir dakika
Half an hour	:	Yarım saat
Quarter of an hour	:	Onbeş dakika
There is time (to)...	:	Vakit var
There is no time (to)...	:	Vakit yok
I have time, no time...	:	Zamanım var, zamanım yok
Morning, afternoon	:	Sabah, öğleden sonra
Evening, night	:	Akşam, gece
Day, a day	:	Gün, bir gün
Week	:	Hafta
Month	:	Ay
Daytime (in the)	:	Gündüz
Yesterday, today, tomorrow	:	Dün, bugün, yarın
Tomorrow morning	:	Yarın sabah

Days of the week

Monday	:	Pazartesi	Tuesday	:	Salı
Wednesday	:	Çarşamba	Thursday	:	Perşembe
Friday	:	Cuma	Saturday	:	Cumartesi
Sunday	:	Pazar			

Civil status

Surname, first name	:	Soyadı, adı
Nationality	:	Milliyeti
Date of birth	:	Doğum tarihi
Place of birth	:	Doğum yeri
Married, single	:	Evli, bekâr

Travelling

Plane, by plane	:	Uçak, uçakla
Boat	:	Gemi
Train	:	Tren
Coach, bus	:	Otobüs
Automobile	:	Otomobil, araba sometimes colloquially referred to as a "taksi" even when a private car)

Car, Rent-a-car	:	Araba,
Airport	:	Hava alanı
Port, docks	:	Liman

From: Travel Guide to Turkey, Republic of Turkey, Ministry of Tourism and Information.

Station	: Gar or İstasyon
Coach station	: Otogar, terminal
Customs	: Gümrük
Where is the airport, port, etc.	: Hava alanı, liman, etc.. nerede?
When does the plane, boat, etc. leave?	: Uçak, gemi, (etc.) ne zaman kalıyor?
When does the plane, etc. arrive?	: Uçak gemi (etc.) ne zaman gelir?
Travel agency	: Seyahat acentası
Ticket, first class ticket	: Bilet, birinci mevki bileti
Where is the Tourism and Information Office?	: Turizm ve Tanıtma Bürosu ne rede?
Is it far?	: Uzak mı?

Breakfast (Kahvaltı)

Coffee, milk, coffee with milk	: Kahve, süt, sütlü kahve
Non-Turkish coffee	: Alafranga kahve, Nescafe
Tea	: Çay
(Breakfast continued)	
Bread, butter, jam	: Ekmek, tereyağ, reçel
Egg	: Yumurta
Fruit juice	: Meyve suyu
Toast	: Kızarmış ekmek

From: Travel Guide to Turkey, Republic of Turkey, Ministry of Tourism and Information.

11. Guide to spoken Turkish and conversation

The Turkish alphabet is very simple and basically phonetic. Every letter is pronounced (there are no compound vowel sounds) and has the same sound regardless of its place in the word. There is little or no stress on syllables.

The pronunciation of those letters which differ from the same letter in English, or which do not exist in English, is given below:

- A : as in French, a shortened "ah" sound
- E. : pronounced like a flat English "a" as in any
- İ, i : same as in French, a frontal "i" as in in
- ı, ı : the dotless "i", a shortened "er" sound in the back of the throat
- O : as in on
- Ö : German "o" pronounced euh
- U : like the first u in future
- Ü : French "U", German "Ü" (u sound like in view)
- C : English "j" sound
- Ç : pronounced ch
- G, ğ : soft g, not pronounced but serves to elongate the previous vowel: Beyoğlu (pronounced Bayol-lu), or at the end of a word: Tekirdağ (pronounced Tekir-daa)
- H : always aspirate, even in the middle of a word: Ah-met
- J : French "j" as in "je"
- S : "c" as in civil (= sivil)
- Ş : pronounced "sh"
- AY : English "I" sound, i.e. Bay (Mr.) preceding a name (Bay Ahmet..)
- EY : English A sound, i.e. Bey, polite form of address used following first name: Ahmet Bey.

Note: The letters q, w, and x do not appear, the x sound found in words of foreign origin is achieved by using "ks", i.e. "taksi", the q by using "kü". Words of foreign origin in current usage (largely French) are generally written phonetically:

- Restoran = restaurant
- Kuaför = coiffeur
- Mönü = menu
- Sigara = cigarette
- K(ü)lüp = Club (p replaces b)

From: Travel Guide to Turkey, Republic of Turkey, Ministry of
Tourism and Information.

TURKISH ORTHOGRAPHY AND PRONUNCIATION

The Turkish language belongs to the Turkic subdivision of the Ural-Altaic language family and is thus quite distinct from the languages spoken in Europe, most of which belong to the Indo-European family. Turkish is also quite different in origin and construction from the other major languages of the Middle East, though it does contain a large number of loan words derived from both Arabic and Persian. Languages of the Turkic group are spoken over large parts of the interior of Asia, including Persian and Soviet Azerbaijan, Soviet Central Asia and much of Siberia.

Prior to the establishment of the Republic, Turkish was written in Arabic characters but Atatürk's reform of 1928 replaced these by a modified version of the Roman alphabet. Over the past forty years, there has been a conscious attempt to replace Arabic and Persian loan words by their Turkish equivalents, but at the same time there has been a large-scale introduction of new loan words, particularly technical terms, from European languages, especially French and English.

The Turkish alphabet consists of 28 characters. The main differences from the standard English alphabet are the absence of q, w and x and the introduction of five additional letters: ö, ü, ı (undotted), ç and ş. Turkish characters also include ğ which is not normally regarded as a separate letter, and a circumflex accent ^ which modifies the pronunciation of certain vowels. The majority of letters common to the Turkish and English alphabets are pronounced very much as in standard English, a notable exception being the letter c, which in Turkish is pronounced like the j in English 'jam'. The apostrophe ' is sometimes used to denote a break in pronunciation but most commonly occurs when a suffix is attached to a proper name, e.g. *İngiltere'den* = from England, *Ankara'da* = in Ankara.

Table A is intended to indicate the pronunciation of the Turkish alphabet.

A few grammatical notes are necessary for an understanding of Turkish place-names. It should be realised that the language is 'suffix-agglutinative' which means that tenses, cases, prepositions, etc., are all

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Source: J. C. Dewdney, Turkey: An Introductory Geography
(New York: Praeger Publishers, 1971), pp. 8-11.

TABLE A

TURKISH CHARACTERS AND THEIR PRONUNCIATION

a	As in English
b	As in English
c	As English j in 'jam', e.g. <i>Ceyhan</i> pronounced Jeyhan
ç	As ch in English 'church', e.g. <i>Çorum</i> pronounced Chorum
d	As in English
e	As in English 'get'
f	As in English 'far'
g	As in English 'go'
ğ	Does not occur at the beginning of words: usually mute or a very slight glottal stop, indicating a break in pronunciation, e.g. <i>Boğaz</i> pronounced Bo-az
h	As in English
i	As in English 'bit'. The capital letter is also written with a dot, e.g. <i>İzmir</i>
ı	Similar to the English i in 'first'
j	As French j; used rarely, for the most part in loan-words from French, e.g. <i>jambon</i> = ham, <i>garaj</i> = garage
k	As in English
l	As in English
m	As in English
n	As in English
o	As English o in 'god'
ö	As German ö
p	As in English
r	As English r in 'red', slightly rolled
s	As in English 'sit'
ş	As sh in English 'ship', e.g. <i>Şehir</i> = city, pronounced Shehir
t	As in English
u	As in English 'bull'
ü	As German ü or French u in <i>tu</i>
v	As in English
y	At beginning of words, or before vowels, as English y in 'yet'; also used in place of i in the second half of diphthongs, e.g. <i>Kayseri</i>
z	As in English 'zebra'
^	The circumflex ^ appears most frequently in â. It is sometimes used, mainly at the beginning of a word, to lengthen the vowel and to distinguish the word from a similar one without accent, e.g. <i>Âli</i> (personal name), <i>âli</i> = exalted. It also occurs in â and ü after g, l or k, where it gives a slight y sound, e.g. <i>Hakkârî</i> , pronounced Hakkyarı; <i>lûfen</i> (= please), pronounced lyutfen. Its use on a final i as in <i>Şarkî</i> (= eastern) has largely been dropped.

rendered by suffixes added to the word stem. Thus, for example, we have: *dağ* = mountain, *dağlar* = mountains, *dağlarda* = in the mountains, *dağlara* = to the mountains, *dağlardan* = from the mountains, etc. A second point, of particular significance where place-names are concerned is the possessive form in which the suffixes -ı, -i, u, ü or -sı, -si, su, sü-, after a final vowel, are added to the object possessed. Thus we have

TURKISH ORTHOGRAPHY AND PRONUNCIATION 11

<i>cumhuriyet</i> , poss. <i>cumhuriyeti</i>	republic (T.C. = <i>Türkiye Cumhuriyeti</i> = Republic of Turkey)
<i>çay</i> , poss. <i>çayı</i>	brook, stream
<i>dağ</i> , pl. <i>dağlar</i> , poss. <i>dağı, dağları</i>	mountain
<i>demir</i>	iron
<i>dere</i> , poss. <i>dereci</i>	valley, stream
<i>doğu</i>	east
<i>eski</i>	old
<i>göl</i> , poss. <i>gölü</i>	lake
<i>gümüş</i>	silver
<i>güney</i>	south
<i>hisar</i> , poss. <i>hisarı</i>	castle
<i>ırmak</i> , poss. <i>ırmağı</i>	river (<i>Kızılırmak</i> = Red River, <i>Köprü İrmakı</i> = Bridge River)
<i>il</i> , poss. <i>ili</i>	province (<i>Ankara ili</i> = Ankara Province)
<i>ilçe</i> , poss. <i>ilçesi</i>	district (<i>Tarsus ilçesi</i> = Tarsus District)
<i>kale</i> , poss. <i>kalesi</i>	fortress
<i>kara</i>	black (<i>Karadağ</i> = Black Mountain)
<i>kaza</i> , poss. <i>kazası</i>	district (now replaced by <i>ilçe</i>)
<i>kilise</i> , poss. <i>kilisesi</i>	church
<i>kıyı</i> , poss. <i>kıyısı</i>	shore (<i>Karadeniz kıyısı</i> = Black Sea coast)
<i>köprü</i>	bridge
<i>körfez</i> , poss. <i>körfezi</i>	gulf (<i>İzmit Körfezi</i> = Gulf of İzmit)
<i>Küçük</i>	small (<i>Küçük Menderes</i>)
<i>kuzey</i>	north
<i>mahalle</i> , poss. <i>mahallesi</i>	settlement, city quarter
<i>meydan</i> , poss. <i>meydanı</i>	open space, city square
<i>nehir</i> , poss. <i>nehri</i>	river (<i>Ceyhan Nehri</i> = Ceyhan River)
<i>ova</i> , pl. <i>ovalar</i> , poss. <i>ovası, ovaları</i>	plain, basin
<i>pazar</i> , poss. <i>pazarı</i>	market (<i>Adapazarı</i> = Island Market)
<i>saray</i> , poss. <i>sarayı</i>	palace
<i>su</i> , poss. <i>suyu</i>	water, stream
<i>sarı</i>	east (now replaced by <i>doğu</i>)
<i>şehir</i> , poss. <i>şehri</i>	town, city
<i>taş</i>	stone
<i>tepe</i> , poss. <i>tepesi</i>	hill
<i>Trakya</i>	Thrace
<i>tuz</i>	salt
<i>uzun</i>	long
<i>vilayet</i> , poss. <i>vilayeti</i>	province (now replaced by <i>il</i>)
<i>yayla</i> , poss. <i>yaylası</i>	plateau, upland pasture
<i>yeni</i>	new
<i>yeşil</i>	green
<i>yol</i> , pl. <i>yollar</i> , poss. <i>yolu, yolları</i>	road, route (<i>Demir Yolları</i> = Railways, <i>Hava Yolları</i> = Airways)

Marmara Denizi = Sea of Marmara, *İmroz Adası* = Island of Imroz, *İzmir Körfezi* = Gulf of İzmir, *Toros Dağları* = Taurus Mountains, *Van Gölü* = Lake Van, *Konya ovası* = Konya Basin, etc. There is one irregular form in this group, *suyu* from *su* = water or river, e.g. *Çakı*: *Suyu* = Çakıt River. The existence of so many alternative possessive suffixes is a result of the rules of vowel harmony, another characteristic feature of the Turkish language. The eight vowels are divided into two groups of four, the 'hard' vowels, *a*, *ı*, *o* and *u*, and the 'soft' vowels *e*, *i*, *ö* and *ü*. The vowel in the suffix must be from the same group as the final vowel in the word stem. Thus, for example, there are two plural forms, *-lar* after a hard vowel and *-ler* after a soft one, e.g. *dağ*, *dağlar*; *göl*, *göller*. As a result, a word may have different possessive suffixes in the singular and plural, e.g. *dağ*, *dağlar* (*-lar* after *a*), *dağı*, *dağları* (*-ı* after *a* in both cases), but *göl*, *göller* (*-ler* after *ö*), *gölü* (*-ü* after *ö*), *gölleri* (*-i* after *e*).

Many Turkish place-names are compounds, consisting of an adjective or adjectival noun and a noun. These are nearly always written as one word, e.g. *Karadeniz* = Black Sea (contrast *Marmara Denizi*), *Bozcaada* = Grey Island (contrast *İmroz Adası*), *Eskişehir* = Old City, *Taşköprü* = Stone Bridge. Note that, in compound words of this sort, the rules of vowel harmony do not always apply. Finally it should be noted that there are often a number of alternative Turkish words for a particular topographical feature, e.g. *çay*, *su*, *nehir*, *ırmak* (possessive forms *çayı*, *suyu*, *nehri*, *ırmağı*) are all used to denote watercourses. Like the English words stream, brook, river, water, etc., these terms bear no formal relationship to the size of the feature named.

Following are some of the more important topographical terms, many of which are used in this book, either in the text or on the maps. Where appropriate, plural and/or possessive forms are indicated. In addition, several common place-name elements are included.

<i>acı</i>	bitter (<i>Acıgöl</i> = Bitter Lake)
<i>ada</i> , pl. <i>adalar</i> , poss. <i>adası</i> , <i>adaları</i>	island
<i>afyon</i>	opium
<i>ak</i>	white (<i>Akdeniz</i> = lit. White Sea = Mediterranean)
<i>altın</i>	gold (<i>Altındağ</i> = Golden Mountain)
<i>Anadolu</i>	Anatolia
<i>batı</i>	west (<i>Batı Anadolu</i> = Western Anatolia)
<i>boğaz</i> , poss. <i>boğazı</i>	strait (<i>Marmara Boğazı</i> = Bosphorus)
<i>burun</i> , poss. <i>burnu</i>	headland, point
<i>büyük</i>	big (<i>Büyük Menderes</i>)
<i>cami</i> , poss. <i>camii</i>	mosque

Lesson 2 (8 Haziran 1979)

LANGUAGE DRILL

Friday Class (Cumar ders)

My name is <u>Bill</u> .	İsmim <u>Bill</u> efendim.
What is your name?	İsminiz ne efendim?
Where are you from?	Nerelisiniz? (Memleketiniz)
I'm from Colorado (or America).	Kolôradolıyım (Amerikalıyım)
Excuse me.	Afferdersiniz
Breakfast	kahvaltı
Tea	çay
Coffee	kahve
Bread	ekmek
Fruit juice	Meyve suyu
Egg	yumurta
Milk	süt
Sugar	şeker
Meat	et
Beef	beef tek (sigir)
Goat	keçi
Sheep	koyun
Lamb	kuzu
Pork	domuz
Fish	balık
Soup	çorba
Water	su
Yes	Evet (and also var)
No	Hayır (and also yok)
	var = it exists
	yok = it doesn't exist
Shish Kebab	şis kebab
salad	salata
Beer	Bira
Strong alcoholic drink	Rakı (from aniseed--smell)
I want _____	_____ istiyorum

TURKISH LANGUAGE

(Lesson 3, 15 June 1979)

How much is it?	Kaç para?
expensive	pahalı
very	çok
very expensive	çok pahalı
How much, all together?	Hepsi kaç para?
I don't want.	İstemiyorum
Do you want a <u>cigarette</u> ?	Sigara istiyormusunuz?
I don't smoke.	Sigara içmiyorum.
Is there a restaurant	Lokanta varmı?
	Var/Yok
There is, to the left.	Var, sol tarafta.
There is, to the right.	Var, sağ tarafta.
There is, straight ahead.	Var, doğru.
Left; right; straight	sol; sağ; doğru
Where's the central market?	Çarşı nerede?
fish	balık
eggplant	patlıcan
green pepper	yeşil biber
cheese	peynir
Excuse me, where is the toilet?	Afferdersiniz, tuvalet nerede?
Excuse me, where is the hospital?	Afferdersiniz, hastane nerede?
I want to go to _____.	_____ gitmek istiyorum.

TURKISH AIR FORCE

(Commander, Orgeneral Etem Ayan)

47,000 men and women (29,000 conscripts)

319 combat aircraft

14 FGA squadrons; 2 with 40 F-4E; 4 with 70 F5-A; 2 with 34 F-104G;

2 with 40 F-104; 3 with 54 F-100D/F; 1 with 20 F-100C.

1 interceptor sqd with 25 F/TF-102A.

2 Recon sqds with 36 RF-5A.

4 Transport sqds with 7 C-130E; 20 Transall C-160; 30 C-47; 3 C-54;

3 Viscount 794; 2 Islanders.

Helicopters include 10 AB-204; 10 UH-1D; 10 H-19.

8 SAM squadrons with Nike-Hercules.

Trainers: 20 T-33A; 35 T-37; 18 T-34; 25 T-41; 35 F-100C; 13 F-5B;

TF-102A; TF 104G; Beech AT-11; Cessna 421B.

(56 Alfa Jet trainers on order. New F4s expected [2 squadrons].)

SOURCE: Turkey Almanac, 1978. Ankara, Turkey, 1978, p. 145.

TURKISH LANGUAGE
Lesson 4, 22 June 1979

Money

Para

Lira (about 40 per American \$)

Kuruş (100 equal 1 lira)

1 = bir

6 = altı

11 = on bir

2 = iki

7 = yedi

12 = on iki

3 = üç

8 = sekiz

13 = on üç

4 = dört

9 = dokuz

14 = on dört

5 = beş

10 = on

15 = on beş

20 = yirmi

30 = otuz

40 = kırk

50 = elli

60 = altmış

70 = yetmiş

80 = seksen

90 = doksan

100 = yuz

1000 = bin

Thank you!

Teşekkür ederim!

Please don't mention it!

Etağfurullah!

You're welcome!

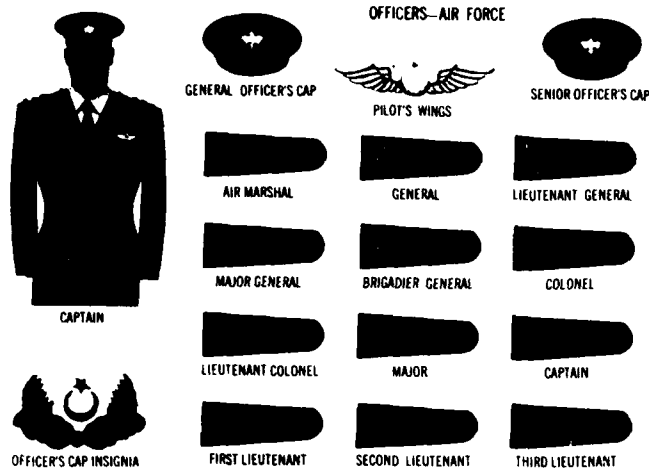
Bir şey değil!

O.K.; alright; ready

Tamam

MILITARY UNIFORMS OF TURKEY

OFFICERS—AIR FORCE



OFFICER RANKS

2nd Lieutenant

Asteğmen

1st Lieutenant

Üsteğmen

Captain

Yüzbaşı

Major

Binbaşı

Lt Colonel

Yarbay

Colonel

Albay

Brigadier General

Tuğgeneral

Major General

Tümgeneral

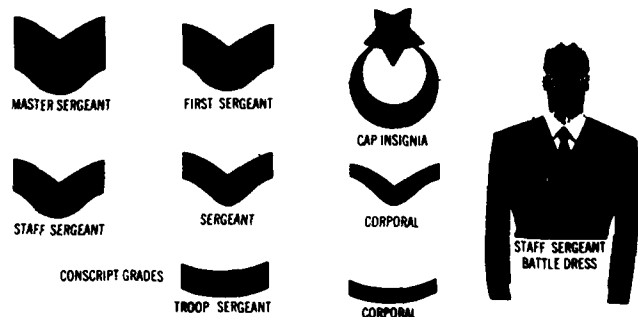
Lt General

Korgeneral

General

Orgeneral

OTHER AIR FORCE RANKS AND INSIGNIA



ENLISTED*

Airman (E-3)

Onbaşı

Sergeant

Çavuş

Staff Sergeant

Üstçavuş

Technical Sergeant

Başçavuş

Sergeant Major
(First Sergeant)

Kidemli Başçavuş

*Ranks are as close as I could determine.

If you want to identify yourself as a military person, just say
"hava kuvvetleri askerim."

TURKISH LANGUAGE
Lesson 5, 29 June 1979

Days of the week:

Sunday	Pazar
Monday	Pazartesi
Tuesday	Salı
Wednesday	Çarşamba
Thursday	Perşembe
Friday	Cumar
Saturday	Cumartesi

<u>day</u>	<u>gün</u>	<u>yesterday</u>	<u>dün</u>
today	bugün	tomorrow	yarın

Married	Evli
Single	Bekâr

Do you have children?	Çocuğunuz var mı?
I have/I haven't	Var/Yok
How many children have you?	Kaç çocuğunuz?
Will you please speak slowly?	Lutfen, yavaş konuşur musunuz?
I speak very little Turkish!	Pek az Türkçe konuşuyorum!

Months of the year:

January	Ocak
February	Şubat
March	Mart
April	Nisan
May	Mayıs
June	Haziran
July	Temmuz
August	Ağustos
September	Eylül
October	Ekim
November	Kasım
December	Aralık

Verboten Verbiage

LIEUTENANT COLONEL MERLE W. FRAZEE

3630th Pilot Training Wing

Sheppard AFB, Tex.

[Introductory note: Even though you will have acquired some basic conversational Turkish as a result of your country preparation, it is likely that you will have some opportunity to speak English with Turkish Air Force counterparts.

You will find, however, that the actual conversational ability of Turks who have studied English varies greatly. Turkish schools generally lack such modern aids to language study as tape recorders and language laboratories. Also, few Turks who have studied English had a chance to receive individualized conversational instruction from native speakers of English. Thus, while their ability to read and write English may be quite good, they may lack the ability to speak fluently.

As well, they may be reluctant to try to speak English, for fear of embarrassment. The first Peace Corps volunteers who went to Turkey in the early 1960s to teach English in Turkish high schools and colleges often encountered anxiety, rather than friendship, from the Turkish teachers they hoped to assist. These teachers were all top students of English in Turkish universities, but they had had little opportunity to develop a command of the spoken language. When the arrival of a Peace Corps volunteer caused this lack of ability to become evident to others, the teacher "lost face." In Turkey, you may find a similar reluctance to speak English among counterparts and others you will meet.

One way for you to overcome these barriers is to speak basic, no-frills English. The idea is to speak simply, slowly, and clearly so that the Turkish listener has the best chance of understanding you. Avoiding slang and acronyms is important. Gestures and the repetition of technical terms can help. Patience, a smile, and good listening are also keys.

Lieutenant Colonel Merle Frazee, a pilot with experience in Turkey, Germany, and ATC, prepared an article on the use of simple, direct speech with foreign pilot trainees at Sheppard AFB. His advice is also relevant to your interaction with

Turkish counterparts. As you read the article, substitute "Turkish counterpart" for "foreign students." And think of the problems you would have if, say, a French or Spanish Air Force squadron deployed to Buckley. Sure you studied French or Spanish in high school, and maybe college. But are you ready for a fast-paced, slangy conversation in French or Spanish on munitions safety procedures?]

EFFECTIVE COMMUNICATION plays a vital role in any classroom situation. Both the teacher and the students must speak a common language to insure the successful transfer of learning.

Instructors who have not had to face the rigors of speaking and understanding another language do not realize the difficulty involved in translating what may appear to be a very simple group of words. Foreign students differ in their command of our language, having had varying degrees of training and aptitude. Some will speak it flawlessly; while others will know only the rudimentary technical terms. However, the instructor must remold his speaking habits to fit each individual student so as neither to confuse him nor insult his intelligence. To think that the flight instructor should have no problems because all the stu-

dents have had English training is a misleading oversimplification. There are many versions of English that the student must master. His formal academic instruction is only the beginning.

Confusing Slang

The foreign student who was taught precise Oxford English often comes to grief when pitted against the slangy, informal American language. The mass communications media of today—films, newspapers, radio, and television—have made slang a language that is used extensively in the United States. Changes in our slang often take place so rapidly that understanding it is even difficult for our own people.

Over the years slang has entered into military usage and, although readily understood by our own people, it becomes confusing to foreign students. A typical example would be, "I was on a tail chase at 30 thou and reefed it in and stalled out." In most cases the individual words usually have exact counterparts in the foreign student's language, but in many

instances they would not translate the same.

The twentieth century has brought an enormous increase in the technical terminology of every language. Some of the words have become international: radar, automobile, sputnik, etc. But the majority are not international, and many cannot be translated directly. Many of these words are used in day-to-day operation: Dzus fastener, cotter pin, Phillips head, shimmy dampeners, thrust attenuator, spoilers, etc. Some of these words are sometimes doubly confusing because they may mean many things. For example, the simple word "gear" may refer to a landing gear, a gear drive, or even clothing (cold weather gear).

Verbal Pitfalls

Even though the student is familiar with the English language, he still must overcome the verbal pitfalls which are widely used in everyday conversation. Among verbs, the simple word "do" is probably the most confusing, since it is used both as a principal and an auxiliary verb. The phrase, "How do you do?" taken word for word is meaningless. "He does not do that very well, does he?" Here a form of do has appeared three times.

Contractions are simple enough when written out but are easily confused when spoken:

I'll (aisle)	we'll (wheel)
he's (ease)	he'd (heed)
we've (weave)	he'll (heal)

When used in conjunction with do, they are doubly difficult: "We'll do it again, even though we've done it once already."

Hyperbole, or exaggeration for effect, has become so common in our normal speech that we become unconscious of

its usage. A person unused to the language takes words at their face value. He may be confused or alarmed at such sentences as,

"That movie made me sick."

"I told him to drop dead."

"His head is so hard you could drive nails with it."

Closely akin to exaggeration is the use of sarcasm. Americans can recognize the sarcastic tone, but the foreign student may miss it completely.

"What a tremendous approach that was!"

"Boy, was that landing a real jewel!"

"Is that the best you can do!"

These are only a few of the basic linguistic problems which confront any foreign student. They must master these problems before they can learn any skill or subject taught in a foreign language, especially anything as complex as flying.

Special Techniques

Special instructional techniques should be geared to the student whose language proficiency is at the absolute minimum required for comprehension. These techniques can be modified or even eliminated for students whose proficiency is greater. In the Air Training Command strong emphasis is placed on standardized instruction, so that when a student flies with different instructors, he will notice no difference in his instructions aside from minor points of instructor technique.

For a foreign student, standardized phraseology becomes equally important. If we wish to tell an American student to reduce power, there would be no harm in saying, "Ease off a little power." The next instructor might say, "Pull off a couple percent," or "Take off a shade of power." This varied phraseology can be

disastrous to a foreign student. In trying to translate the meaning the student may become quite confused.

To avoid such situations, the instructor must discipline himself to use simple standard phrases that the student will surely understand. "Advance throttle, add full power." A beginning foreign student simply cannot fly the aircraft and simultaneously absorb a torrent of words. "All right, now you can start a turn over toward the west." This took twelve words. He could have accomplished the same purpose with two: "Turn west."

The instructor pilot whose habit is to instruct students primarily by verbal instructions in the air must change his methods with foreign students. He must instruct by repeated demonstration and limited verbal instruction. An excess of unnecessary words will only distract from the students' learning ability.

Another area of inflight instruction which must be avoided is talking rapidly. Trying to explain a maneuver while performing it causes many instructors to hurry their speech to keep pace with the aircraft attitude. This forces the student to try to comprehend what the instructor is saying while also concentrating on the flight path of the aircraft. The foreign student will learn faster if the instructor thoroughly describes the maneuver first and then emphasizes only the main points while actually demonstrating the maneuver.

Reduce Speed Rate

All instructors should speak in a slow and well enunciated manner when talking to a foreign student. In many cases the rate of speech will have to be reduced by approximately 50 percent to insure a comprehensive understanding of the sub-

ject being discussed. When speaking rapidly, the instructor's words will all seem to run together; but slow, well enunciated words and phrases will give the student more time to interpret and understand what he is being told. How much easier it is to understand, "Drop the landing gear . . . reduce throttle . . . lower flaps . . . watch the runway . . ." than "Drop the landing gear, reduce the throttle, lower the flaps, watch the runway."

The daily briefing and debriefing of the foreign student is probably the most important phase of his training. All maneuvers to be flown on each mission must be thoroughly explained prior to flying. Instructors should never advance a student to a new maneuver unless positive the student understands everything he has previously had demonstrated and/or practiced. If a student does not understand his instructor, he must be forced to admit that fact immediately.

Deceivably Difficult

This is more difficult than it may seem. Often he is ashamed to admit he does not understand lest it seem he has not studied. Many times he is reluctant to approach his instructor with questions which could clear up a problem. The foreign student, even when he is badly confused or does not understand, will tend to nod in assent or say, "Yes, sir," in hopes that the matter will become clear as time goes on.

This tendency must be stamped out by the instructor early in training. If the tendency persists, the instructor should brusquely ask him point-blank, "Do you really understand?" "Explain to me in your own words what we have been dis-

cussing." Making sure the student understands will preclude later confusions and will prevent dangerous situations from arising due to his failure to get the word.

No Short Cut

Unfortunately there is no short cut to success with a foreign student, no magic word which will dissipate all troubles. Extra time and effort will be needed in all phases of the course. Students whose English comprehension is lower than others will require extra instruction in one form or another. Flight manuals and technical publications require extensive memorization of involved procedures.

The foreign trainee is often weak in his knowledge of these procedures--and for a very good reason. He has approximately the same amount of study time as has his American counterpart, yet he must use up nearly all of that time merely reading and understanding the study materials, leaving insufficient time for the brute memorization required. This requires the student to gain a clear understanding of the basic fundamentals of each phase of training before he receives more complicated instructions.

No one can hope to produce a fool-proof list of guaranteed instructional techniques to counter every problem which may arise with instructing foreign students. All these items are only secondary aids to supplement standardized instruction of the highest quality. There are no special gimmicks that can in any way overcome substandard instruction. Teaching a foreign student is one of the greatest challenges that can confront any instructor.

TURKISH LANGUAGE
Lesson 6, 6 July 1979

I do not understand

Anlamıyorum

I understand

Anlıyorum

Telling time:

Hour

saat

Minute

dakika

One minute

bir dakika

What time is it?

Saat kaç?

It's two o'clock

Saat iki

It's half past three

Saat üç buçuk

It's fifteen minutes past six

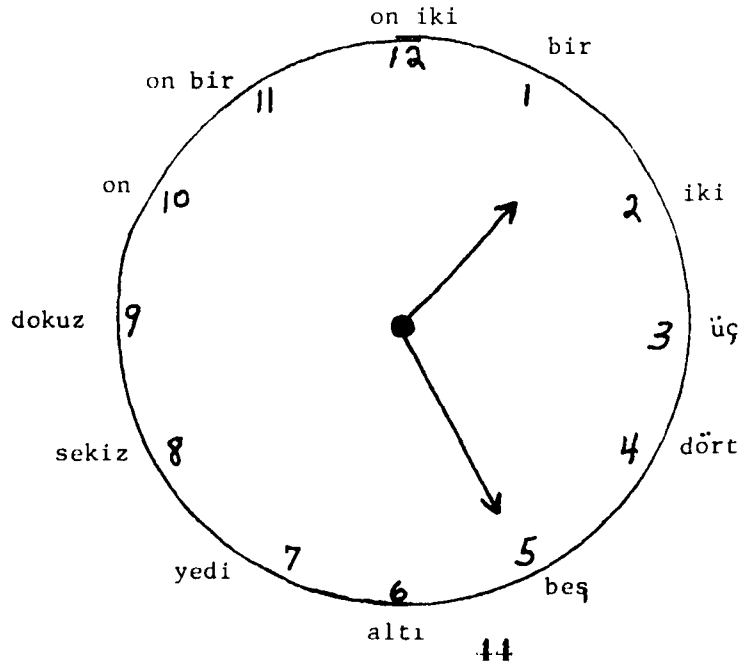
Saat altı onbeş geçiyor

It's quarter past six

Saat altı çeyrek geçiyor

It's ten minutes until five

Saat beş on var



OFFICER RANKS

2nd Lieutenant	Asteğmen
1st Lieutenant	Üsteğmen
Captain	Yüzbaşı
Major	Binbaşı
Lt Colonel	Yarbay
Colonel	Albay
Brigadier General	Tuğgeneral
Major General	Tümgeneral
Lt General	Korgeneral
General	Orgeneral

ENLISTED*

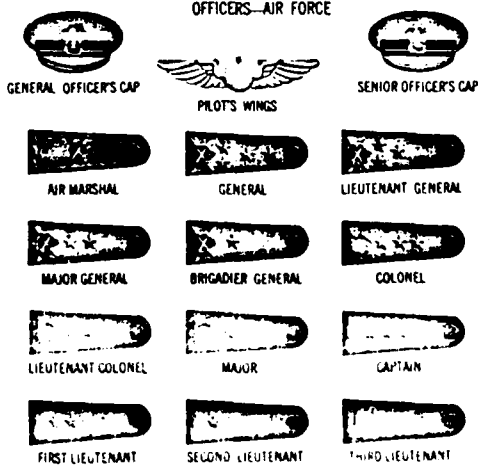
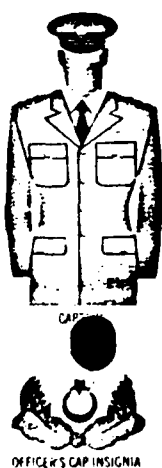
Corporal	Onbaşı
Sergeant	Çavuş
Staff Sergeant	Üstçavuş
First Sergeant	Başçavuş
Sergeant Major (Master)	Kıdemli Başçavuş

*Ranks are as close as I could determine.

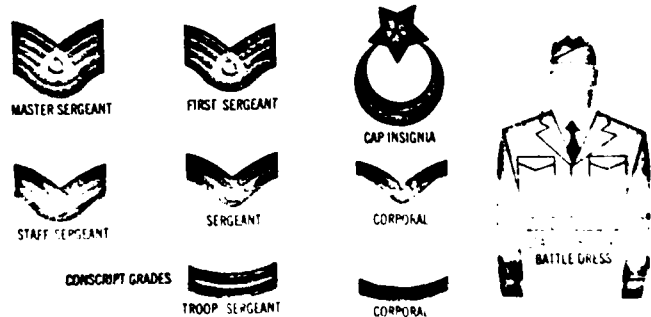
If you want to identify yourself as a military person, just say
"hava kuvvetleri askerim."

Airmen

Havacı



OTHER AIR FORCE RANKS AND INSIGNIA



TURKISH LANGUAGE

Lesson 7, 13 July 1979

Gender: There is no distinction of gender in Turkish grammar.

Personal Pronouns:

<u>Singular</u>		<u>Plural</u>			
I	=	ben	we	=	biz
you	=	sen	you	=	siz
he, she, it	=	o	they	=	onlar

Possessive Suffixes:

	<u>After Consonants</u>	<u>After Vowels</u>
my	-im	-m
his	-i	-si
our	-imiz	-miz
your	-iniz	-niz
their	-leri/-lari	-leri/-lari

i.e., my eye = göz-üm

my father = baba-m

your children = çocuklar-ınız

your room = oda-nız

Is it not?

değil mi?

(Seeks confirmation of a statement.)

come = gel

go = git

more = çok

less = daha az

LESSON 7

MILITARY TERMINOLOGY

derhal	at once, immediately
bölge	section, zone
cepane	ammunition
Cumhurbaşkanı	the President
çalışmak	to work
iş	work
böyle	like this, in this way
istasyon	station
lazım	necessary
hava üssü, alanı	air base
hava savunması	air defense
uçak	airplane
hava desteği	air support
cepane ikmal noktası	ammunition supply point
toplanma bölgesi	assembly area
taarruz etmek	attack
kita yükü	basic load
bombalamak	bombing
mermi	bullet
ayıklama	cannibalize
yük	cargo
müsaade	clearance
muharebe ileri karakolu	command post
kurletilmiş bölge	contaminated area
konvoy Konvoy	convoy
savunmak	defend
açılmak	deploy

LESSON 7

MILITARY TERMINOLOGY

element	unsur
engineer	istihkam
equipment	malzeme
explosive	patlayıcı madde
field of fire	ateş sahası
fire control	atış idaresi
first aid	ilk yardım
flank	kanat
flight	uçus
formation	düzen
guard	nöbetçi
logistics	lojistik
medical corps	sihhiye sınıfı
navigator	seyir subayı
organization	kuruluş
priority	öncelik
radio	telsiz
range	menzil
replacement	değiştirme personel veya maddeleri
reserve	yedek
security	emniyet
target	hedef
truck	araç
unit	birlik
landing gear	48 iniş tertibatı

LESSON 7

GENERAL VOCABULARY

açık	open
aksam yemeği	dinner
akraba	relative
Amerikalı	American
anne	mother
anahtar	key
fena	bad
diş	tooth
doğu	east
dunya	world
demir	iron
ayak	foot
baba	father
kardeş	brother or sister
karpuz	watermelon
köy	village
köylü	villager
ne zaman	when?
okul	school
otobüs	bus
öğretmen	teacher
pirinç	rice
şehir	city

LESSON 8

20 July 1979

Do you want _____?

I want _____.

I don't want _____.

I want to go to _____.

I don't want to go to _____.

I speak very little Turkish.

I know.

I don't know.

I understand.

I don't understand.

Excuse me

What's the price

Breakfast; lunch; dinner

good; bad

and

again, repeat

Will you please give me your address?

My address is _____.

Danger!

Fire

Please help me.

I am hungry.

I am thirsty.

I am ill.

Watered down yogurt

_____ ister misiniz?

_____ istiyorum.

_____ istemiyorum.

_____ gitmek istiyorum.

_____ gitmek istemiyorum

Pek az Türkçe konuşuyorum.

Biliyorum

Bilmiyorum

Anlıyorum

Anlamıyorum

Afferdersiniz

Kaça

Kahvaltı; öğle yemeği; akşam yemeği

iyi; fena

ve

tekrar

Lutfen bana adresinizi verir misiniz?

Adresim _____.

Tehlike!

Yangın

Lutfen bana yardım edin.

Acıktım

Susadım

hastayım

Ayran

I = ben

you = sen

he, she, it = o

we = biz

you = siz

they = onlar

LESSON 9 (27 JULY 1979)

TURKISH LANGUAGE

plate	tabak
knife	bıçak
hot	sıcak
glass	bardak
spoon	kaşık
cold	soğuk
leg of lamb on spit	doner kebab
charcoal grilled chunks of lamb & vegetables	şiş kebab
chicken	piliç
hare	tavsan
rice	pilav
stuffed pastry (with meat, cheese or vegetable)	börek

LESSON 9

1. Our goal in language

30-40 phrases
180 plus counting

- A - greetings, general phrases
- eating habits & foods
- directions
- counting, costs
- military rank
- time, day, seasons
- shopping
- personal pronouns

CONTINUE YOUR LANGUAGE

2. Agree with Carl -

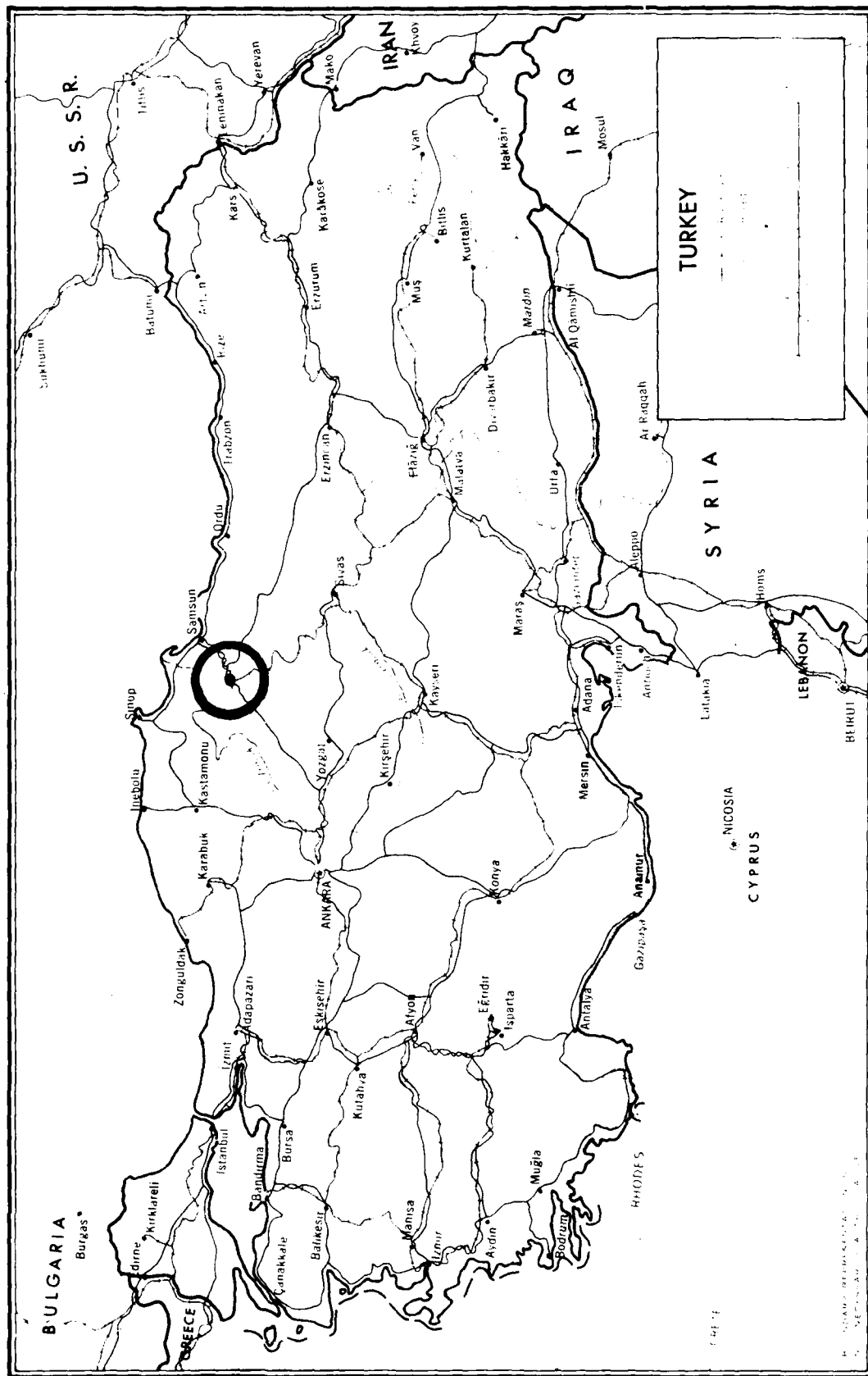
- Traditional or rural Turkey
- Socio-economic problems
- Islam
- Respect differences

RUMORS

- Zorro mark
- Accident
- Kapaci

ATTACHMENT 6

Location of MERZIFON



WELCOME TO TURKEY

1. My Background. USAFA Participants
2. Our Overall Purpose -- Language and Culture
3. Turkey and the Middle East
 - Location (strategic - southern flank, straits)
 - Merzifon?
 - Climate
 - Topography
 - N. Anatolian Fault Zone
 - East vs. West
 - Rural vs. Urban
 - Size, Population
 - Historical Influence
 - Hittites (2000 BC), Phrygians, Lydians, Persians, Romans,
Greeks, Armenians, Jews, Kurds, and finally Turks (1100 AD)
 - Social Changes by Ataturk
 - (30 years as dictator)
 - Major Crises in Past Two Decades
 - opium poppy, Cyprus embargo, Midnight Express
 - political instability
 - high inflation
 - Kurdish resentment
 - population growth
 - leftist influence

INTRODUCTION TO TURKEY

LANGUAGE AND CULTURE

Overview

Week 1	General Geography
Week 2	Urban Turkey
Week 3	Islam
Week 4	History
Week 5	Cultural Shock
Week 6	Rural Turkey
Week 7	Demography (growth, change, regional imbalances)
Week 8	Social Customs
Week 9	Urban Terrorism
Week 10	U.S.-Turkey Relations
Week 11	Summary

LANGUAGE EACH WEEK

OVERVIEW OF ISTANBUL

1. Night scene
2. Taksim Square
3. Galata Bridge
4. On bridge
5. Downtown
6. Cankaryci downtown
7. Street
8. View of Bosphorous
9. Narrow street
10. View of Bosphorous
11. Mosque
12. Aerial View

IMPORTANCE OF WATER

13. Bosphorous
14. Bosphorous
15. Ferry
16. Ferry
17. Ship
18. Russian ship
19. Ship

BRIDGE

20. Ataturk Bridge
21. Ataturk Bridge

ANKARA

22. Overview
23. Ankara
24. Ankara
25. Smog
26. Summer
27. Summer
28. Tall building
29. Baraj
30. Apartments/Park

SMALL TOWNS

31. Near Edramit
32. Street
33. Street
34. Bost village
35. Aegean Coast
36. Black Sea
37. Main street, small town
38. Carsi

TRANSPORTATION

39. Bus Station - Istanbul
40. Bus Station - Ankara
41. Buses
42. Train Station

SERVICES/FUNCTIONS

43. Coffee
44. Tea
45. Workers
46. Pottery
47. Stone carving
48. Shops/store/chickens
49. Clothing
50. Covered bazaar
51. Gold
52. Vegetables
53. Vegetables
54. Vegetables
55. Vegetables
56. Vegetables
57. Grapes
58. All purpose store
59. Special aluminum
60. Prayer
61. Wheat
- 62.

EDUCATION CENTER

63. Istanbul Univ.
64. Village school

ARCHITECTURE

65. Building
66. Building
67. Waterfront
68. House

CONSTRUCTION

- 69.
- 70.
- 71.
- 72.
73. Cement

NATO/HQS

- 74.

MONUMENTS

- 75. Ataturk
- 76. Ataturk
- 77. Ataturk
- 78. Ataturk

SEEDS OF UNREST

- 79. Grafitti
- 80. Hotel

TURKEY AND MODERNIZATION*

During the past few decades every continent has witnessed modernization and the partial passing of traditional societies. Twenty years ago, Turkey was unquestionably in the category of underdeveloped nations. Today, with the country's rapid economic growth and simultaneous progress toward a democratic government, she is well on the way towards becoming a modernized society. Although she is a country primarily dominated by a relatively slowly developing agricultural system, her industrial base is probably the strongest of all Middle Eastern countries.

Turkey owes much to its leader and first president, Mustafa Kemal, later known as Ataturk, who introduced vast social and political changes. By introducing the Latin script and simplifying the national language, by separating religion from the educational and political systems, by installing village schools and by building roads, institutional changes resulted which allowed a penetration of the rural isolation. The dissemination of information and ideas, a prerequisite for eventual innovation, was also provided by Ataturk's introducing "people's houses" (halkevi; plural, halkevleri) in provincial capitals and in some towns, and "people's rooms" (halkodasi; plural, halkodalari) in towns and in villages. A further break from the traditional was encouraged by disapproving of the veil and outlawing the fez. Along with his vast program of social and political modernization, he also encouraged establishment of industry.

*Taken from William A. Mitchell, Turkish Villages After an Earthquake: An Analysis of Disaster-Related Modernization, Dept of Geography, University of Illinois, Urbana, IL, 1974: unpublished dissertation (PhD). Footnotes omitted.

From an underdeveloped village economy, with its antecedents in the Ottoman Empire, contemporary Turkey, except for the world-wide depression of 1929 and the ten years following Ataturk's death (1938), has progressively developed and since 1963 has been guided by three different five year programs of planned modernization. Modernization is now widely supported with a new sense of urgency.

REGIONAL GEOGRAPHY OF TURKEY

- I. **EUROPEAN TURKEY:** This includes that territory west of the straits and the Sea of Marmara which is part of the European continent. It consists in the main of rolling lowlands. It has a warm temperate climate and about 25" of rainfall annually. Agricultural crops are varried with grain, rice, and beets among the more important. There are large lignite deposits in this region.

A. **Population and Major Cities:** Dense rural population

Istanbul (1,750,000) Main Industrial city of Turkey as well as its largest port. Has one quarter of Turkey's manufacturing workers.

Edirne (50,000) Former Capital of Ottoman Empire before Istanbul, located near the Greek border.

B. **Sites and Notes of Interest:**

Bosphorous Strait - 18 mi long, 1 mi wide, 500 yds at narrowest point, guards entrance to the Black Sea.

Dardanelles Strait - 25 mi long and wider then Bosphorous

Gallipoli Peninsula - NW shore of the Dardanelles, it was here the Brits and French camped in the Crimean War of 1854-56 and where Florence Nightingale performed her great acts of nursing. Here also Mustafa Kemal (Ataturk) defeated Brits and French in 1915.

C. **Other Notes:**

II. AEGEAN COASTLANDS: This region occupies the western quarter of the anatolian peninsula. It consists of coastal lowlands, fertile valleys, and low mountains. It receives 25" or more of rain annually and this combined with the typical mediterranean climate results in almost one half of the country's agricultural wealth being located here. Main crops are figs, tobacco, olives, and grapes. In the hills and low mountains are deposits of lead, chrome, and some of the richest tungsten deposits in the world. The region is densely populated.

A. Major Cities & Sites of Interest:

Izmir (500,000) The second most important industrial city and port after Istanbul. Was formerly named Smyrna and was the site of the final Greek defeat after WW I. It also was the site of the crusades and one of the places where St. Paul preached. Just about 25 mi south is the town of Seljuk, formerly Ephesus, where Paul lived for about 2 yrs, and supposedly where St. John brought Mary and where she died. It was the site of the 2nd Eccumenical Council (431). About 10 mi away is the home of Phillip the Evangelist and the home of the Colossians to whom Paul sent many epistles.

Bursa (225,000) Main textile center and main center of the fertile Bursa plain. This city is like an oasis to the surrounding area and is known as one of the most beautiful cities in Turkey due to its architecture and location at the foot of the mountains. Ski Area.

Izmit (100,000) Located at the head of the gulf of Izmit and is also an important port. Location of several industries including an oil refinery, tire factory, cement factory and large thermal power station. In latter history it was named Nicomedia and was one shortly capital of the East Roman Empire.

B. Sites & Notes of Interest:

Truva - Located near Hisarlik, former city of Troy and site of the Trojan War - City of Homer's Illiad.

Bergama - Formerly Pergamum, Home of the great acient library where parchment (charta pergamena) was developed. Also home of the great medical school of the acient world and the Cult of Aesculapius. Home of the renouned doctor and surgeon Gallen.

Iznik - Formerly Nicaea, first crusade ended here, and two Eccumenical Councils took place here in 325 and 787.

C. Other Notes:

III. **MEDITERRANEAN COASTLANDS:** "Turquoise Coast" - This region occupies the southern portion of the anatolian peninsula east of the isle of Rhodes to just west of the Euphrates river. It is bounded on the north by the Taurus and Anti-Taurus mountains and includes Hatay province, the small finger of territory which runs south into Syria. The fertile humic soils and warm climate of the plains near Adana makes this area ideal for growing citrus fruits, cotton and grapes. The wide plain around Adana is the main cotton growing region of the country. Chrome deposits exist in the mountain regions of the west. Rainfall averages from above 35" along the coast lowlands to 20" around Adana and in the mountains. The western portion of the region remains relatively isolated with no rail communication and few roads to link it with the rest of the country. The coastal region has great tourist potential.

A. **Major Cities; and Sites of Interest:**

Adana (300,000) Turkey's fourth largest city and one of its most rapidly expanding. It acts as a major agricultural processing center for the region. Located in the center of Turkey's major cotton region it houses large cotton mills and some artificial fibres plants. Nearby on the plain of Issos, Alexander and Darius clashed in 333 BC.

Mersin (100,000) Located some 40 miles west of Adana is the main port of the Adana plain. A major port for servicing the central Anatolian plateau.

Tarsus (60,000) Located midway between Adana & Mersin is best known because of its association with St. Paul. It was the main port and administrative center of the region in classical times. Has since lost importance.

Antalya (80,000) The major city in the rather isolated western section of the region. About 75 miles south of this city near the small coastal town of Myra is the burial place of St. Nicholas.

Iskenderun (80,000) Major port located in Hatay province, it is a major link with eastern anatolia and the oil area. Recent announced plans call for an oil pipeline to run from Iraq to this port town. Thus it may be scheduled for even faster growth in the near future. Formerly named Alexandretta. Plans also exist for a major steelworks to be built here.

Antakya (60,000) Center of the interior basin of Hatay Province. Formerly named Antioch, it was once the 3rd city of the Roman Empire and noted for its depravity. It was chosen by St. Peter for his first mission to the gentiles and for the creation of the first Ecclesiastical organization.

B. **Other Notes:** Hatay Province belonged to Syria till returned to Turkey in 1939.

IV. **BLACK SEA REGION:** This region encompasses the narrow strip along the northern coast of the Anatolian peninsula including the Pontic mountain ranges and the coastal lowlands. Short rivers cascade through gorges from the mountains to the sea. The western part of the region has large deposits of bituminous coal and deposits of iron ore and thus contains the steel producing area of Turkey known as Turkey's "Ruhr". The mountains of the western half have large forests which have recently developed to the point where lumbering is an important enterprise for this region. The narrow coastal ribbon between Ereğli in the West and the USSR border in the East is an area of lush vegetation and concentrated cultivation. This coastline is the wettest part of Turkey and receives between 40" and 80" of rain annually. Most important crops of the area are tobacco, hazelnuts, tea, and corn. Land transport in the region is poor and is especially bad in the Eastern half.

A. Major Cities; and Sites of Interest:

Samsun (110,000) Located in the center of the region is its largest city, most frequented port, and main communication link with the rest of the country. The area right around Samsun is noted for its high quality tobacco. This is the town where Ataturk landed and began his work to recapture the nation (19 May 1919).

Zonguldak (60,000) Ereğli (20,000) Karabuk (50,000) form a triangle in the extreme western portion of the region which houses the iron and steel industry. The first two are port cities as well as industrial.

Trabzon (70,000) Is the most important city and port in the eastern half of the region. This city originated as a Greek colony in the 5th century BC and was a trading center in Greek, Roman, and Byzantine times.

B. Sites and Notes of Interest:

This whole region was called Pontus during the Persian rule, and was part of the Pontic kingdom. The town of Sinop by legend was founded by an Amazon queen. History credits the name to a Hitite Queen - Sinova. This region is the most heavily populated in Turkey. Main communication East and West is by water along the coast.

C. Other Notes:

- V. **THE ANATOLIAN PLATEAU:** The central plateau is akin to the Russian steppe but is enclosed by mountains. Because of this it is arid and supports little plant or animal life. It ranges in elevation from 2000 feet in the West to 4000 feet in the East, with an annual rainfall limited to 15" or less. It is an area of extreme heat and close to no rainfall in the summer, and cold winters with heavy lasting snows. Wooded areas are confined to the NE and NW edges. Wheat and barley are the main crops but yields are irregular. Stock raising is important but overgrazing is a problem. Although sparsely populated in the main, a number of large and growing cities are located on the plateau.

A. Major Cities; and Items of Interest:

Ankara (1,000,000) Capital of modern Turkey and its second largest city. It continues to grow rapidly. It has much of historical interest in the area surrounding it. The Hitite museum is in Ankara and about 100 miles East is Bogazkall, the capital of the Hitite Empire. About 50 miles to the west near Polatl are the ruins of Gordian. Gordios, a Phrygian shepard, later became king, and tied a complex knot on his gift to the gods, prophesizing that to rule Asia one must untie the knot. History records that Alexander, passing through, heard the legend and untied it with his sword. The son of Gordios was King Midas. The plain of Ankara was also the scene of the Ottoman defeat by Tamarlane.

Sivas (110,000) and Kayseri (130,000) are the primary centers in the eastern region of the plateau. Just west of Kayseri is the Goreme Valley, one of the most spectacular, unusual, and interesting sights in the world, with its rock needles and churches built into the rocks.

Konya (160,000) is the main city in the southern part of the plateau. It was capital of the Seljuk Turk kingdom and gained added renown as the home of Merlana Rumi (1207-73), poet, scholar, philosopher, and founder of the Mevlevi Dervish sect. As such it is a holy moslem city. It is one of the world's most ancient cities. Excayations at the hill in the center of town are considered by archeologists to hold proof of being occupied as early as 7000BC. It was visited by St. Paul and St. Barnabas in 47, 50, and 53, and hosted one of the first church councils in 235.

Eskisehir (180,000) is the main city in the western section of the plateau.

Afyon (40,000) is also located in the western section and is the center of the opium producing region and for production of narcotics.

B. Other Items and Notes:

VI. THE EASTERN HIGHLANDS: This region occupies the eastern quarter of the anatolian peninsula from the Anti-Taurus range in the west to the Soviet and Iranian borders in the east. It consists of rugged highlands including sections of the Pontic, Karasu-Aras, and Eastern Taurus mountain ranges. It is a rugged country with higher elevations, greater precipitation, and more severe climate than in the plateau. In the extreme east, at Kars (40,000), winter temperatures have been known to fall as low as -40°F. Much of this region consists of wild barren wasteland. The headwaters of the Tigris and Euphrates rivers are located in this region. The western part of the region contains many minerals to include copper, chrome, iron, manganese, and lead. The southern portion of the region does raise grain crops, cotton, and some fruits. This region also has oil deposits. The lake Van region is also believed to have significant oil deposits. Large herds of goats, sheep, and some cattle are also maintained in the southern portion. This region is the poorest of the country and a source of problems due in the main to poor communication links and significant numbers of minorities (Kurds, Armenians, Arabs).

A. Major Cities:

Erzurum (110,000) The most centrally located city of the region and located in the highlands. This city has long been important as a military post and administrative center for the eastern regions.

Elazig (80,000) and Malatya (110,000) are important cities in the western section of the region. They are closely associated with the mining industry which is heavy in the surrounding area.

Gaziantep (160,000), Diyarbakir (110,000), Urfa (80,000), and Maras (65,000) are the main cities located in the southern section of this region. They are essentially agricultural markets and administrative centers, but also are links of communication with the Arab countries of Iraq and Syria to the south.

B. Items of Interest: Agri Dagi (Mt. Ararat) 16,900 ft is located in this region north of Lake Van. This is the mountain that Noah's ark supposedly landed after the great flood. Armenians are often referred to as refugees from Noah's ark. These peoples established the Hurrite and Uratu kingdoms in the area around Lake Van. In 303AD St. George converted King Tiridates III who decreed christianity as the official state religion. This area is also great for hunting.

C. Other Notes:

URBANIZATION IN TURKEY

Lesson 2, 8 June 1979

Overview of Istanbul

Importance of Water (Turkish Straits)

Ataturk Bridge

Ankara - Capital of Turkey

Small Towns

Transportation Nodes

Services/Functions/Migration/Shantytowns

Education Centers

Architecture

Construction/Industry

NATO in Izmir

Monuments to Ataturk

Seeds of Unrest

TURKEY

1. Migration - rural to urban (paper)
international

2. Regional Analysis of Turkey -

Regional differences because of:

- a. terrain serrated by mountains and irrigated by few navigable rivers
- b. isolation of rural area from social, economic and political life of Ottoman Turk
- c. poor transport and communication

Present day conditions of differences (from above) are due to 4 sources:

1. cultural-historical factors - derived from Ottoman rule
2. modernization -
3. urban way of life -
4. planned change - pockets of government efforts

} in 10 cities are places
tied to cities

Urban migration will continue indefinitely -

What can be done to alleviate this urban trend?

1. Creation of new economic opportunities and extension of urban amenities to rural areas
2. Diffusion of urban way of life to rural areas
3. Planned urban migration, with education of the migrants

Movement of people by motor transport has greatly accelerated -

1958-1967

1. hard-surfaced roads increased by 39%
2. motor cars increased 228%
buses increased 264%
trucks increased 144%

Urban villages!!!

ISLAM

LECTURE OBJECTIVE: TO UNDERSTAND THE PRIDE OF THE TURKISH
AIRMAN IN HIS RELIGION AND CULTURE.

I. THE RELIGIOUS BASIS OF ISLAM

A. BELIEF IN THE ONENESS OF GOD.

1. SIMILAR TO JUDAISM.
2. DO NOT ACCEPT JESUS CHRIST AS THE SON OF GOD.

B. FIVE PILLARS OF FAITH.

1. SHAHADAH - "THERE IS NO OTHER DEITY BUT ALLAH, AND MUHAMMAD IS HIS PROPHET."

لَا إِلَهَ إِلَّا اللَّهُ وَ مُحَمَّدٌ رَّسُولُ اللَّهِ

2. SALAT - PRAYER (FIVE TIMES A DAY)
3. ZAKAT - LEGAL ALMS GIVING - FOR RELIEF OF THE POOR, MOSQUES, CHURCH SCHOOLS.
4. SAWM - FASTING, MOSTLY DURING RAMAZAN (MID-JULY TO MID-AUGUST THIS YEAR).
5. HAJJ - PILGRIMAGE TO MECCA (AT LEAST ONCE IN EVERY MUSLIM'S LIFE).

- | |
|---|
| 6. <u>JIHAD</u> - HOLY WAR TO CONVERT THE INFIDEL (TODAY THIS MEANS COMBATTING EVIL). |
|---|

THE HISTORICAL BASIS OF ISLAM

- A. PRE-ISLAM - JAHALIYA (PERIODS OF IGNORANCE)
- B. LIFE OF MUHAMMAD
 - 1. MECCA
 - 2. MEDINA
- C. PERIOD OF THE ORTHODOX CALIPHS (632 AD - 661 AD)
- D. THE Umayyads (661 - 750 AD)
- E. THE Abbasids (750 - 1258 AD)
- F. THE Umayyads in Spain (UNTIL 1492 AD)
- G. THE OTTOMAN TURKS (1350 - 1923AD)

ISLAMIC CONTRIBUTIONS TO THE WEST

- A. ART AND ARCHITECTURE
 - 1. CALIGRAPHY/GEOMETRIC DESIGN
 - 2. ARCHES/FOUNTAINS
- B. TRANSMISSION OF ANCIENT GREEK AND PERSIAN THOUGHT ("THE WORLD IS ROUND")
- C. MEDICINE - PHARMACY, SURGERY, ANATOMY
- D. MATHEMATICS - THE ZERO, ALGEBRA, LOGARITHMS, ARABIC NUMERALS, THE DECIMAL SYSTEM
- E. SCIENCES - PHYSICS, BIOLOGY, CHEMISTRY, ASTRONOMY
- F. PHILOSOPHERS/HISTORIANS/TRAVELLERS
 - 1. IBN SINA, AL-FARABI, IBN RUSHD
 - 2. IBN KHALDUN - WORLD'S GREATEST PHILOSOPHER OF HISTORY.
 - 3. IBN BATTUTA - LIKE THE MARCO POLO OF THE ARABS.

ISLAMIC BELIEFS AND CUSTOMS

A. SUNNI - SHIITE SPLIT

98% OF TURKEY IS OFFICIALLY SUNNI - BUT STATISTICS ARE NOT NECESSARILY ACCURATE. SUNNIS AND SHIITES DO NOT INTERMARRY.

IRAN IS MOSTLY SHIITE.

AYATULLAH - ONE APPOINTED BY ALLAH - A SPOKESMAN FOR GOD ON EARTH.

B. SECTS (SHIITE)

1. THE TWELVERS
2. ISMA'ILIS
3. ALAWIS (ALEVIS)
4. DRUZE
5. ZAIDIS
6. IBADIS
7. DERVISHES

C. CALL TO PRAYER FROM MINARET (FIVE TIMES A DAY).

D. TURKS ARE A CHAUVINISTIC PEOPLE

1. BLOOD FEUDS
2. CONCEPT OF HONOR (CONCEPT OF VIRGINITY VERY IMPORTANT)
3. BELIEF IN MANLINESS/AGGRESSIVENESS (WOMEN TAKE A BACK SEAT)

E. NATIONALISM - STRONGER THAN RELIGION.

DO'S AND DON'TS FOR GI'S IN TURKEY

DO'S

1. DO BE MODEST, POLITE, AND GENEROUS.
2. DO PRAISE THE PEOPLE FOR THEIR HOSPITALITY AND THEIR PROGRESS WITH DEMOCRACY.
3. DO VISIT SOME LOCAL HISTORICAL SITES/MUSEUMS.
4. DO TAKE AN INTEREST IN THEIR LANGUAGE AND CULTURE.
5. DO USE COMMON GOOD SENSE IN ALL YOUR ACTIONS.

DON'TS

1. DON'T BRAG, BE LOUD, OR BOISTEROUS. DON'T FEEL SUPERIOR TO TURKS BECAUSE THEY ARE POORER THAN AMERICANS.
2. DON'T INSULT ISLAM OR THEIR NATIONAL SYMBOLS (EACH OF THE FOLLOWING HAS ACTUALLY BEEN DONE BY GI'S IN TURKEY):
 - A GI URINATED ON A STATUE
 - TWO USAF NCO'S CUT THE CRESENT AND STAR OUT OF THE TURKISH FLAG
 - A GI AT A LOCAL BAR STEPPED ON A TURKISH COIN TO STOP IT FROM ROLLING.
3. DON'T MAKE PASSES AT THEIR WOMEN.
4. DON'T BE AFRAID TO TRY THEIR FOODS ALTHOUGH YOU MIGHT GET THE TURKISH TROTS.
5. DON'T TAKE ANYONE'S PICTURE WITHOUT ASKING PERMISSION FIRST (SUGGESTION: POLAROID CAMERAS ARE GREAT!).
6. DON'T USE ILLEGAL DRUGS.
7. DON'T BLACKMARKET GOODS.
8. DON'T DRINK TO EXCESS.

WITHIN THESE CONSTRAINTS, HAVE A GOOD TIME!!!

Fundamental Teachings of Quran

1. The Opening 1:1-7
2. Mohammad's First Call 96:1-8
3. Mohammad's Second Call 74:1-7
4. The Book: Invocation 2:2-5
5. Power or Fate 97:1-5
6. Truth and Falsehood 81:82
7. Hearing the Quran 17:45-48, 7:204:206
8. How to Hear the Quran 16:98-100, 17:105-109, 20:114, 75:16-19, 10:36-39
9. The Idea of God 13:28, 112:1-4, 29:56-57, 28:68-70, 2:255
10. God the Sovereign 3:26-27
11. God the Light 24:35-45, 28:71-73
12. Proof of God 6:95-104
13. God the One 23:78-92
14. The Prime Mover 21:19-29
15. God's Power 25:45-50
16. God's Signs 30:20-27, 40:61-68
17. God's Attributes 42:9-13
18. The Unseen 16:77, 6:59-62, 13:8-11
19. God the All-Knowing 59:22-24
20. Infinity 27:59-66, 12:102
21. The Story of Creation 13:2-3, 32:4-9, 55:14-16, 23:12-14, 7:189-198
22. Man 4:28
23. Conduct 70:19-35, 75:36-40
24. God's Care 50:16-18
25. Diabolis' Fall 38:71-85, 18:50

26. Man's Creation 15:26-44
27. Adam's Fall 20:115-126, 7:11-26
28. Difference in Color and Nation 42:8,5:48, 11:118-119, 35:27-28
29. The World and the Hereafter 2:201, 10:24
30. Competition 82:1-5
31. The Pious or the Heedful 3:133-136
32. The Garden 13:35, 47:15
33. Hell and Heaven 39:71-75, 44:43-57, 24:24-25, 41 19-23
34. Creed and Commandments 2:163, 48-29, 2:285-286
35. The Ten Commandments 6:151-153
36. Treatment of Parents, Charity, Moral Legislation, Association 17:22-44
37. How to Believe 5:100-102, 39:10-12
38. The Tranquil Soul 89:27-30, 25:71-74
39. True Muslims 3:102-109
40. Good Morals 42:36-43
41. God's Guidance 6:71-72
42. On Trusting God 18:23-24
43. How to Pray 11:114, 17:78-80, 20:130-132
44. Friday Prayer 62:9-11
45. Washing Before Prayer 5:6
46. Other Conditions for Prayer 4:43, 17:110, 4:103, 29:45
47. Two Cousoling Prayers 113:1-5, 114:1-6
48. Pilgrimage 3:97, 2:197, 22:26-33
49. Charity 9:58-60, 107:1-7
50. Food and Fasting 6:145, 16:114-115, 2:183-187
51. Marriage 24:32-33, 2:223, 4:34

- 52. Treatment of Parents 46:15-18
- 53. Virtue 2:177, 3:92, 28:56
- 54. Etiquette 4:86, 24:27-31
- 55. Modesty 33:59
- 56. Keeping One's Word 2:224, 5:89
- 57. The Golden Rule 41:33-36
- 58. Obeying Authority 4:59, 33:53
- 59. Tolerance 2:256-257, 6:52, 6:108
- 60. Striving for God 2:153-157
- 61. Self-Defense 22:39-40, 4:104, 22:60
- 62. Hypocrites 4:138-139, 57:13-15
- 63. Persecution 3:21-25
- 64. Liquor and Gambling 2:219, 5:90-91
- 65. Intrigue 58:7, 58:10
- 66. Manslaughter and Murder 4:92-94
- 67. Abraham 3:67, 21:51-73, 26:83-89, 6:74-82, 2:124-129, 14-35-41
- 68. Moses 28:7-35, 20:9-48
- 69. David 38:21-26
- 70. David and Solomon 34:10-14, 38:34-40
- 71. The Queen of Sheba 27:15-44
- 72. Jesus 43:57-59, 19:88-98, 43:81-85,
- 73. Mary 21:91, 19:16-36
- 74. Trinity 4:171, 4:155-157, 5:46-47, 5:72-75
- 75. Mohammad the Seal 3:144, 4:79-80
- 76. A New Messenger Predicted 61:6
- 77. The Prophet's Ascension 17:1, 53:1-18

FUNDAMENTAL TEACHINGS

OF HADITH

1. Tawheed: Oneness of God

Islam is based on five things - to affirm that there is no god other than God and that Mohammad is His servant and His messenger, to keep prayer, to pay zakat, to take pilgrimage and to keep fast in the month of Ramadan.

Whosoever dies knowing that there is no god other than God, will enter paradise.

The keys to paradise lie in affirming that there is no god other than God.

2. Risalat: Message, Prophethood

He who is well pleased with God as Lord, with Islam as religion, and with Mohammad as Messenger, will experience the flavor of faith.

None of you is a believer until his desire bows to what I have brought.

None of you believes until I am dearer to him than his father, his child and all mankind.

3. Al 'Akhira: The Hereafter

People will be brought together on the Resurrection Day on a whitened ground like a spotless round piece of bread. There will be no sign therein for anybody.

The Almighty God said: I have prepared for my righteous servants which no eye has seen, and no ear has heard, and no heart of man has conceived. And read if you like: "Now no person knows what delights of the eye are kept hidden."

Whosoever enters Paradise shall be in joy and not in want, and neither his clothes will get old, nor his youth will end.

4. Salat: Prayer

There is no portion in Islam for a person who does not say his prayer (salat) and there is no prayer (salat) without ablution (Wudu).

The covenant between us and them is prayer: if anyone abandons it he has become an infidel.

A Muslim observes prayer for God's sake and his sins fall from him as these leaves from this tree.

The first thing a person shall have to give account of on the Day of Judgement will be Salat (prayer). If it is found correct all his deeds will be correct, and if it is found wanting, all his deeds are rotten.

5. Zakat and Sadaqah: Alms and Charity

Every good deed is charity.

Verily charity appeases wrath of the Lord and removes pangs of death.

The charity of a silver coin in one's lifetime is better for him than his charity of one hundred silver coins at the time of his death.

6. Sawm: Fast

There came to you Ramadan, a blessed month. Its fasting God made obligatory on you. The doors of Heaven are opened up therein, and the doors of Hell are shut up therein and the mischievous devils are put in chains. For God there is a night therein which is better than one thousand months. Whoso deprived of its good, is deprived of all good.

Fasting and the Quran will intercede for a man. Fasting will say: O Lord! I denied him food and sexual satisfaction during day time. So make me an intercessor for him. And the Quran will say: I denied him sleep during night. So make me an intercessor for him. So both of them will be allowed to intercede.

Whoso fasts Ramadan out of faith and hopeful reward, all his past sins will be forgiven; and whoso stands up (in prayer) in Ramadan out of faith and hopeful reward, all his past sins will be forgiven and whoso stands up (in prayer) at the Night of Power out of faith and hopeful reward, all his past sins will be forgiven.

For a fasting man, there are two rejoicings: one rejoicing at the time of his breaking fast and one at the time of meeting his Lord, and certainly the fragrance of the mouth of a fasting man is more pleasant to God than the smell of musk. And fasting is a shield. So when the fasting of some one of you comes up, he shall not utter foul words, nor shall he cry hoarse. If then any body rebukes him or fights with him say: I am a man observing fast.

7. Hajj: Pilgrimage

Whosoever made pilgrimage for God while he did not indulge in sex nor did anything foul, he would return as on the day on which his mother gave birth to him.

Mohammad was heard proclaiming Talbiya (proclaiming obedience to God) with a loud voice with his hair matted and saying: "(I am) at your service, O Lord! At your service! No partner for you! (I am) at your service! Verily all praise and all grace are thine and also dominion. Thou hast no partner." He was not adding anything to these words.

8. Jihad: Striving on behalf of the faith known also as the "holy war"

The example of a Muslim who strives (to live up to the tenets and requirements of his religion by constant manifestations of charitable deeds) in the way of God is the one who fasts, stands up (in prayer) and obeys the verses of God without any break of fast and prayer until he returns.

Guarding for a day in the way of God is better than the world and what is therein.

Fight against the polytheists with your properties, your lives and your tongues.

9. Nikah: Marriage

When a man has married, he has indeed made his religion half perfect. Then let him fear God for the remaining half.

Whoso has got a son born unto him, let him give him a good name and good manners. When he attains maturity, get him married. If he attains maturity and he does not get him married and when he commits sin, his sin will fall upon his father.

When you are sought in marriage by one whom you are pleased with for his religion and for his character, get yourself married to him. If you do not do it, there will be distress in the world and wide-spread dissension.

Prophet Mohammad prohibited marriage of a woman over her aunt, or of an aunt over the daughter of her brother, or of a woman over her maternal aunt, of a maternal aunt over a daughter of her sister. The younger (sister) should not be given in marriage over the older (sister), nor the elder (sister) over the younger sister.

A grown girl shall be asked permission about herself. If she is silent, it is her permission; and if she declines, there shall be no compulsion on her.

10. Talaq: Divorce

The most detestable of lawful things near God is divorce.

Whichever woman asks her husband for divorce without fault, the fragrance of Paradise is forbidden to her.

There is no divorce and no emancipation by force.

God created nothing on the face of the earth more dear to Him than emancipation (of slaves) and God created nothing on the face of the earth more dislikable to Him than divorce.

11. Rights and Duties
Husband and Wife

The best of you is he who is best of you to his family, and I am the best of you to my family; and when your companion dies, desist from (describing his short comings).

Next to fear of God the believer finds nothing good for him than a virtuous wife. If he bids her, she obeys him; if he looks at her, she gives him pleasure; if he gives her a promise, she fulfils it; and if he is absent from her, she guards herself and her property.

He is not of us who poisons the mind of a woman against her husband, or a servant against his master.

12. Parents and Children

Of the greatest sins there is a man's abusing his parents.

The pleasure of the Lord is in the pleasure of the father, and the displeasure of the Lord is in the displeasure of the father.

The almighty God may pardon all sins He pleases except disobedience to parents, and He hastens punishment in life before death for one who commits it.

Both you and your wealth belong to your father. Verily your children are the best of your earning. So eat of the earning of your children.

13. Family Members and Relatives

One who cuts (blood-tie) shall not enter paradise.

Learn from your ancestors with what thing to befriend your relations because joining of blood-tie is a cause of love within the household, a means of increase in wealth and a means of delaying death.

Alms to a poor man has one (merit) - charity, and to a kinsman two (merits) - charity and connection.

When God gives wealth to any of you, let him begin with himself and members of his household.

14. Servants and Slaves

The doer of evil to the slaves shall not enter Paradise.

Covenanted slave shall get his food and clothing and shall not be troubled with work but what he is capable of.

If a slave with limbs cut off be put in command over you to guide you by the Book of God, listen to him and obey.

15. The Orphaus

The best home of Muslims is a home wherein there is an orphan who is treated well; and the worst home of Muslims is a home wherein there is an orphan who is treated badly.

Whoso gives shelter to an orphan with his food and drink, God will certainly grant for him Paradise.

16. The Neighbors

One whose neighbor is not safe from his mischiefs shall not enter Paradise.

Gabriel did not stop to advise me about neighbor till I thought he would soon make him an heir.

When you cook broth, increase its water and give it to your neighbors.

The best of companions in the sight of God is one who is the best of them to his companions, and the best of neighbors near God is one who is the best of them to his neighbor.

17. The Poor and the Distressed

One who strives for the widow and the poor is like one who fights in the way of God.

Whenever any of you turns his eyes towards one who has been given more of wealth and character, let him look towards one who is inferior to himself.

Surely God loves His servant, believing, poor, abstaining from begging and father of a big family.

The best charity is to satisfy a hungry man.

Verily there is a key for everything and the key to Paradise is love for the poor.

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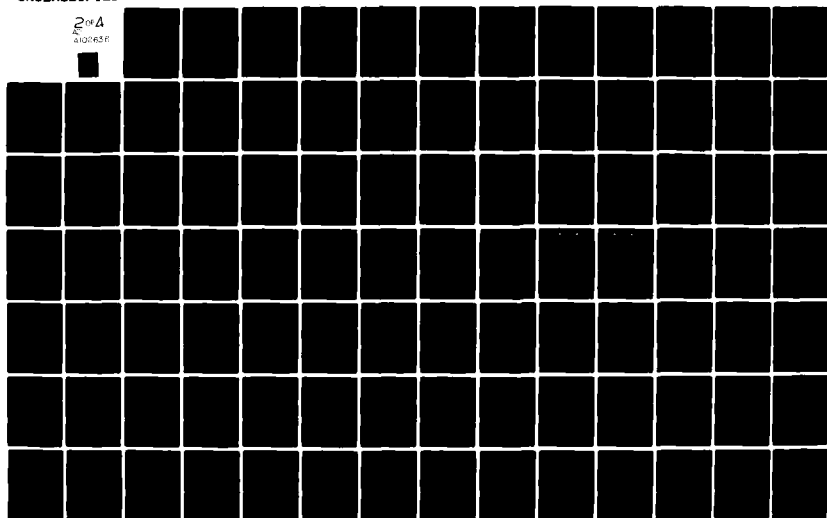
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18. Muslims and Their Mutual Rights and Duties

You will see the believers in their mutual kindness, love and sympathy just like one body. When a limb complains, the whole body responds to it with sleeplessness and fever.

You should prevent man from oppression. That will be your help to him.

You shall not enter Paradise until you believe, and you will not believe, until you love one another.

The rights of a Muslim over a Muslim are five: to return greeting, to visit the sick, to follow the bier of a dead man, to accept invitation, and to respond to the sneezer.

Every good deed is charity, and it is of good deeds that you meet your brother with a cheerful countenance, and that you pour down from your bucket into the bucket of your brother.

19. State and Government

Verily the Almighty God says I am God, there is no other god except Myself. I am Master of Kings and King of Kings, Hearts of Kings are in my hand. Verily as for the servants when they obey Me, I change the hearts of kings towards them with mercy and rewards; and verily as for the servants, when they disobey Me, I change their hearts with displeasure and punishment. So they inflict grievous punishment upon them.

There is no obedience to the created in disobedience to the Creator.

20. Government and Administration

Behold! Each one of you is a king (ruler, governor) and each one of you will be asked about his subjects. A leader is a king over the people and he will be asked about his subjects; a man is a king over the members of his household and he will be asked about his subjects; a woman is a queen over the members of the household of her husband and of his children, and she will be asked about them; a servant is a king over the property of his master, and he will be asked about it. Behold! each one of you is a king, and each one of you will be asked about his subjects.

O Lord! Whoso is given over any of the affairs of my people and then he gives trouble to them, give trouble to him; and whoso is given power over any of the affairs of my people and then he shows mercy to them, show mercy to him.

Do not seek to rule because if it is given to you for asking, you will be entrusted to it; and if it is given to you without asking, you will be aided therein.

When a ruler seeks to have doubt in the people, he makes them revolt.

Hear and obey through a Negro whose head is like a raisin is appointed (to rule over you).

Whoso obeys me, obeys God; and whoso disobeys me, disobeys God; and whoso obeys a ruler, obeys me; and whoso disobeys a ruler, disobeys me. Verily an Imam is a shield behind whom the struggle is endured and all the while himself the protector. If he enjoins to fear God and does justice, there is reward for him for that, and if he enjoins otherwise, there is against him therefrom.

21. The Ruler and the Ruled

Verily the best of the servants of God in rank in the sight of God on the Resurrection Day will be a ruler, just and kind; and verily the worst of men in rank in the sight of God on the Resurrection Day will be a ruler, tyrannical and hard-hearted.

Verily the Sultan is a shadow of God on earth. Every oppressed man out of His servants takes shelter with him. When he administers justice, there is gratitude on the part of the subjects; and when he oppresses, there is sin on him, and there is then patience upon the subject.

Give ease and not trouble; give tranquility and not oppression.

As you are, so a ruler will be appointed over you.

The best of Jihad is (that is) one who speaks the truth to a tyrannical ruler.

22. Fundamental Rights

Your lives and your properties and your honors are sacred to one another like the sacredness of this day (pilgrimage day) of yours in this city (Mecca) of yours. Behold! No oppressor oppresses but against his own self. Behold! No oppressor oppresses against his son, nor son against his father.

You must enjoin right and forbid wrong, or else God will certainly send down chastisement upon you; then you will call to him, but he will not respond to you.

Beware of suspicion, for suspicion (may be based on) a most untrue information, and do not spy upon one another, and do not try to bare each other's hidden failings.

The blood, property and honor of a Muslim must be sacred (inviolable) to every (other) Muslim.

If a Muslim clothes another Muslim in his nudity, God will clothe him with the green freshness of Paradise, and if a Muslim feeds a Muslim who is hungry, God will give him to eat of the fruits of Paradise; and if a Muslim gives a drink to a thirsty Muslim, God will let him drink from the fountain of Paradise.

23. The Administration of Justice

No judge shall pass a decree between two men while he is angry.

When a judge wishes to pass a decree, and then strives hard and decides justly, there are two rewards for him; but when he wishes to pass a decree, and then strives hard but commits a mistake, there is one reward for him.

Judges are of three kinds: One kind will be in Paradise and the two in Hell. As for one who will be in Paradise, he is a man who recognizes truth and gives a decree accordingly, and a man who recognizes truth but is unjust in decree is in Hell, and a man who passes a decree for the people out of ignorance is in Hell.

Verily, God is with the judge so long as he is not unjust. When he is unjust (willingly), He goes off from him, and the devil keeps attached to him.

Ali reported: The messenger of God sent me to Yaman as a judge. I said: O Messenger of God! You are sending me while I am young in years and I have no knowledge of judgeship. He said: Verily God will soon give guidance to your heart and make your tongue firm. When two persons come to you for decision, don't give a decree in favor of the first till you hear the argument of the other, because that is more necessary that may become clear to you. He said: I had afterwards never entertained any doubt in decision.

The Economy System

24. General Principles

O son of Adam! that you spend wealth is good for you and that you should not be backbited for miserliness. Begin with those who are in your family.

Zakat never mixes with a property but to destroy it.

The messenger of God cursed the devourer of usury, its payer, its scribe, and its two witnesses, and said that they are equal (in sin).

Who ever monopolises is a sinner.

Pay the fixed shares of inheritance to the persons entitled to them.

25. Trade and Commerce

May God be kind to a man of gentle dealings when he purchases and when he gives decision.

Be careful of excessive swearing to sale, because it finds market but then reduces (blessings).

The truthful, trustworthy merchant will be with the prophets, the truthful and martyrs.

The merchants will be gathered on the Resurrection Day as transgressors except those who were fearful of God.

Oath is a means of bargain for the commodities, but a cause of deterioration in blessing.

The two (seller and buyer) must not part away except by mutual consent.

The buyer and the seller each of them has got option on his partner so long as they have not separated themselves except the opinion of buying.

Don't meet merchandise beforehand till it is taken down in market.

Whoso sells a defective thing without disclosing it, continues to be in the Wrath of God or angels continue to curse him.

Whoever advances a thing for something, let him not transfer it to another before he possesses it.

26. Land and Labor

Whoso has got land, let him cultivate it or let it out to his brother. If he denies, let him keep his land to himself.

The messenger of God prohibited agricultural leases and enjoined mutual labor. He said: There is no harm in it.

Whoever takes any part of land without having a right to it, he shall be, as a punishment for it, sunk down into earth on the Day of Resurrection to the depth of seven earths.

God Almighty said: There will be three persons whose opponent I shall become on the Resurrection Day: A man who gave in My name and then broke trust, and a man who sold a free man and enjoyed his price, and a man who engaged a laborer and enjoyed full labor from him but did not pay him his wages.

Pay the laborer his wages before his sweat dries up.

27. Food and Drinks (Lawful and Unlawful)

Verily God is pure. He does not accept but what is pure. And verily God ordered the believers that which He ordered the prophets. He said: O prophets! Eat of the pure things and do good deeds. And he said: Eat of the pure things which we provided you. Then he (Prophet Mohammad) mentioned about a man dishelved in hair and laden with dust, making his journey long and extending his hand towards heaven: O Lord! O Lord! While his food was unlawful, his drink unlawful, his dress unlawful and he was nourished with unlawful things. What would he be responded for?

Lawful things are manifest and unlawful things are also manifest, and between the two are the doubtful things which many people do not know. Whoso guards against the doubtful things, he makes his religion and honor pure; and whoso falls in the doubtful things, falls in unlawful things.

The messenger of God forbade the eating of every beast having attacking teeth and every bird having attacking claws, and the meat of domestic asses, and of animals which die before slaughter.

He also prohibited the eating of meat of lizards, and cats.

Prophet Mohammad said: Two dead things and two bloods have been made lawful for us: The dead things are fishes and locusts, and the bloods are liver and spleen.

Don't put on silk and embroidered silk, and drink not in cups of gold and take no food in plates made thereof, because they are for them (unbelievers) in this world and they are for you in the next world.

The upper hand is better than the lower, and the upper hand is that which gives and the lower is that which begs.

The Legal System

28. Sources of Law

Muath bin Jabal reported that when he was being sent (as governor and Qadi-judge) to Yaman, the Prophet asked him:

- How will you decide the cases that will be brought before you?
- I shall decide then according to the Book of God.
- And if you find nothing concerning (a particular matter) in the Book of God?
- Then I shall decide it according to the Sunna (Tradition) of God's messenger.
- And if you find nothing about it in the Sunna of God's messenger?
- Then I shall exercise my own judgement without the least hesitation.

Thereupon the Prophet patted him and said: Praise be to God, who has caused the messenger of God's Messenger to please the latter.

My Companions are a trust committed to my community.

Never will God make my community agree on a wrong course.

Follow the majority.

It is your duty to stand by the united community and the majority.

29. Administration of Justice

Judges are of three kinds. One kind will be in Paradise and the two in Hell. As for the one who will be in Paradise, he is a man who recognizes truth and gives a decree accordingly, and a man who recognizes truth but is unjust in decree is in Hell, and a man who passes decree for the people but out of ignorance is in Hell.

Verily God is with a judge so long as he is not unjust. When he is unjust (intentionally), He goes off from him, and the devil (Satan) keeps attached to him.

No judge shall pass a decree between two men while he is angry.

Proof is up on the plaintiff and oath is up on the defendant.

Let me inform you about the best of witnesses. It is he who comes with his deposition before he is asked for it.

Deposition of a treacherous man or woman is not lawful, nor of a fornicator or fornicatress, nor of a man having enmity with his brother. The Prophet also rejected the deposition of a man who is pleased with the member of the family.

30. Crime and Punishment

Whoso commits an ordained crime, his sentence is hastened in this world. Then God is much more just than that He should make the punishment double on His servant in the next world. Whoso commits an ordained crime and then God conceals it from him and pardons him, God is more honorable than that He should return to a thing which He has pardoned.

The first of what will be decided on the Resurrection Day among the people will be about murder (killing).

No sentences shall be executed within the mosque, and no blood-wit shall be realized from a father in exchange of (his) child.

Whoso kills intentionally shall be handed over to the relations of the killed. If they like, they may kill, and if they like, they may take blood-wit; and that is 30 she-camels of 4 years old, 30 she-camels of 5 years old, 40 pregnant she-camels; and there is for them what they compromise upon.

The Prophet gave decision for wound - 5 camels for each, and for teeth - 5 camels for each.

The Prophet fixed blood-price at 12000 dirhams.

Whoso strangles himself to death will strangle it in Hell; and whoso stabs it, will stab it in Hell.

The Prophet said about a thief: If he steals, cut off his hand. If he steals again, cut off his leg. If he steals again, cut off his (other) hand. If he steals again, cut off his (other) leg.

The Ethycal System

31. The Ethycal Viewpoint

Verily the dearest to me among you is he who is the best of you in conduct.

He whose conduct is bad and harsh shall not enter Paradise.

Make your treatment with the people good.

Verily I have been sent to complete good manners.

O God! verily I seek from thee health, peace of mind, truth, good conduct and satisfaction with lot.

Verily I have been sent to complete good manners.

O God! verily I seek from thee health, peace of mind, truth, good conduct and satisfaction with lot.

Verily the dearest to me among you and the nearest to me among you on the Resurrection Day will be one who is best of you in conduct, and verily the most disliked by me among you and the farthest from me on the Resurrection Day will be those who are the worst of you in conduct--the prattler, the unjust, the proud.

32. Motive and Action in the Way of God

There is surely for man what he intends. So whosoever's departure is towards God and His Messenger, his departure is for God and His Messenger; and whosoever's departure is towards the world which he seeks or towards a woman whom he intends to marry, his departure is towards that for which he makes his departure.

Verily God looks not to your figures, not to your wealth, but He looks to your hearts and deeds.

Whoso has got the world as his object, God keeps up poverty before his eyes.

Verily people will be raised up according to their intentions.

Whoso seeks pleasure of God with pleasure of men, God will be sufficient for him as a Protector from men, and whoso seeks pleasure of men with displeasure of God, God hands him over to men.

33. Moderation and Steadfastness

The best of affairs is their means.

Take of action what you can, because God inflicts no trouble till you inflict.

The most pleasing of action to God is that which is done continuously though it be little.

Fast and break, stand up (for prayer) and sleep, because there is surely a duty on you for your body, a duty on you for your eyes, a duty on you for your wife, and a duty on you for your neighbor.

Say: I believe in God, then be steadfast.

34. Truth and Falsehood

The greatest of great sins are: setting up a partner with God, disobedience to parents and holding false talk.

You shall speak the truth for truth leads to piety and piety leads to Paradise. A man continues to speak the truth and to adhere to truth till he is enrolled near God as a great truthful man. Beware of falsehood and verily falsehood leads to transgression and transgression leads to Hell. A man continues to speak falsehood and to adhere to falsehood till he is enrolled as a great liar in the sight of God.

35. Promise and Trust

Verily the almighty and glorious God say: I am the third of the two co-sharers so long as one of the two does not commit treachery with his friend. Then when he commits treachery with him, I go out from the midst of the two.

Pay trust to one who has entrusted you and be not treacherous to one who was treacherous to you.

All meetings are on trust except three: the meetings for shedding unlawful blood, or for unlawful private parts, or for taking away property without just cause.

He who does not fulfill a promise, has no faith, no trust, and no religion.

36. Honor and Dishonor

The most honorable of men to God is one who is the most pious of them.

You are in no way better than the Red and the Black except that you surpass them on account of piety.

He is not of us who calls for tribal cause, and he is not of us who fights for tribal cause, and he is not of us who dies for tribal cause.

37. Hypocrisy

The signs of a hypocrite are three: When he talks, he speaks falsehood; and when he promises, he breaks; and when he is entrusted, commits treachery.

You will find the worst of men on the Resurrection Day, having two faces, who will come to these people with one face and to these with another.

Whoever has got two faces in this world, there shall be two tongues of fire for him on the Resurrection Day.

Don't address a hypocrite as "master," because if he becomes master, you will indeed incur displeasure of your lord.

38. Kindness and Oppression

Verily God is kind; He loves kindness and he bestows on kindness that which he doesn't bestow on serenity and the like.

Oppression will be intense darkness on the Resurrection Day.

Take care of the invocation of the oppressed person, because he will surely ask his right to God, and verily God does not deny the right of a man having right.

Whoever walks with a tyrant to empower him knowing that he is tyrant has indeed gone out of Islam.

39. Control of Tongue

The power of dissension shall not enter Paradise.

He who has kept silence has got salvation.

Salvation is; to control your tongue, let your house be sufficient for you, and to weep over your sins.

The fornicator repents, but (as for) the backbiter, there is no repentance for him.

He who calls, fights or dies for a tribal cause, is not one of us.

He who dies while he is free from pride, deceit and debt, will enter Paradise.

It is not proper for a believer to become a curser.

40. Patience and Resignation

Patience is half of faith.

Those who do not recite chorus, nor consider bad omens, but on their Lord do they rely, will enter Paradise.

If you all rely on God, He would certainly give you provisions as He supplies provisions to birds who get up hungry in the morning and return with full belly at dusk.

The Lord Almighty said: If my servants had obeyed Me, I would have given them rain at night and made the sun rise on them at day time, and I would not have made them hear the sound of thunder.

Moral Values

41. Indecency and Shame

Shame is from faith and faith is in Paradise, and indecency is from evil and evil is in Hell.

Indecency disgraces and shame adorns.

Verily shame is one of the articles of faith.

If you are not shameful, do what you like.

Verily there is a characteristic of every religion, and the characteristic of Islam is shame (Politeness).

Verily anger destroys faith just as aloes spoil honey.

Verily anger comes from the devil, and the devil was created from fire, and verily fire is extinguished by water. So whoever of you gets angry, let him make ablution.

Whenever one of you gets angry while he is standing, let him sit down. If anger goes out of him (that is good); but if not, let him lie down.

The strong man is he who can control himself at time of anger.

42. Patience, Resignation and Gratefulness

Patience is half of faith.

If you all had relied on God with due reliance, He would have certainly given you provisions as He supplied provisions to birds getting up hungry in the morning and returning with full belly at dusk.

Whoso fears God, He will find out a way for him and he will give him provisions from where he will not know.

God Almighty said: "If my servants would have obeyed me, I would have given them rain at night and would have made the sun rise on them at day time, and I would not have made them hear the voice of thunder.

A grateful eater is in the position of a patient fasting man.

Whoever is not grateful to man is not grateful to god.

Whoso has been gifted with four things has been given the good of this world and the hereafter: A grateful heart, and a remembering tongue, and a patient body over calamities, and a wife who does not seek breach of trust regarding herself and his property.

Manners

43. Greeting or Salutation

Do not give permission to him who does not begin with a greeting.

There are six duties of one believer to another believer:
He who visits him when he falls ill; he will be present before him when he dies; he will respond to him when he invites him; he will salute him when he meets him; he will respond to him when he sneezes and he will seek his good when he is either absent or present.

One riding shall salute one walking, and one walking (shall salute) one sitting, and small party (shall salute) the big party.

The junior shall tender greeting to the senior, and one passing to one sitting, and the small party to the big party.

The best of men to go is he who begins with a greeting.

Greeting is before talk.

He who salutes first is free from vanity.

There are no Muslims who meet and they handshake but they are both forgiven before they part away.

It is reported that the Prophet met Jafar bin Abu Talib, embraced him and kissed him on the forehead between his eyes.

44. Sitting and Walking

The best of sittings is that which is most spacious.

It is reported that the Prophet came while his companions were seated. He said: What is the matter that you are (sitting) separate?

Verily there is a duty on a Muslim that when his brother finds him, he should move to a side for him.

Whoso takes seat in the midst of an assembly has been cursed by the tongue of Muhammad.

45. Company and Friendship

When you will be there, no two will hold consultation in secret besides the other till you mix with the people, because it may grieve him.

The Prophet said thrice: Religious instruction! We asked, "for whom?" He said: For God, for His Book, for His messenger for the leaders of the Muslims and for the public among them.

Moderation in expenditure is half of livelihood, and love for people is half of wisdom, and good questioning is half of learning.

A man is upon the religion of his friend, and there is no good in friendship with one who does not see for you what he sees for himself.

Whoever believes in God and the Last Day, let him honor his guest; and whoever believes in God and the Last Day, let him not give trouble to his neighbor; and whoever believes in God and the Last Day, let him utter good or be silent.

Eat all in a body and be not separate because blessing is with the United body.

It is Sunnat (a tradition) that a man goes out with his guest up to the door of the house.

Whenever the Prophet took meal with a people, he was invariably the last to begin eating.

When one or you calls on his brother Muslim let him eat from his food and not ask, and drink from his drink and not ask.

46. Dress and Clothing

Put on white dress, because it is most pure and excellent and bury therein your dead.

The dress most pleasing to the Prophet for use was green-colored robe.

The Prophet forbade a man's eating with his left hand, or walking in one shoe, or treading on hard soil, or putting a single dress exposing his private parts.

The dress dearest to the Prophet was a long gown.

Whoever imitates a people, he belongs to them.

Verily God likes that the signs of His gifts are seen on His servant.

Eat what you like and dress what you like so long as two things do not mislead you: extravagance and pride.

Verily the best dress with which you can meet God in your graves and mosques is of white color.

The Prophet prohibited drinking in cups of gold and silver, and from taking food therein, and from putting on silk and colored silk and from sitting thereon.

47. Cleanliness

Ablution, Tayammum, Cleanliness from call of nature, Bath.

Cleanliness is one of the articles of faith.

Whoso makes ablution well, his sins come out of his body, till they come out even from under his nails.

There is no Muslim gentleman to whom the prescribed prayer, present themselves and who then makes well their ablution, and their prostration and their bending except that they will be expiations for sins committed before them so long as he did commit great sins. And that is for all the time (to come).

There is no Muslim performing ablution and performing his ablution well and then standing up and saying prayer of two bendings with his heart and face turned (sincerely) to them except that Paradise become obligatory for him.

The key to Paradise is prayer, and the key to prayer is cleanliness.

The prayer of one whose ablution has broken is not accepted till he makes (fresh) ablution.

Prayer without ablution is not accepted, nor charity from unlawful wealth.

There is no ablution for one who does not mention the name of God over it.

We have been given superiority over the people for three things: our ranks have been made like the ranks of the angels, and the earth, the entire of it, has been made a prayer place for us, and its dust has been made a means of purification for us when we do not find water.

You must take bath before coming to Friday prayer.

48. Knowledge, Learning and Education

O men! Whoso knows anything, let him communicate it and whoso does not know, let him say: God knows best; because it is a part of knowledge that you should say for what you know not: God knows best. God revealed to His Prophet: Say, I do not ask any reward for it and I am not one of those who inflict hardship.

Whosoever's good God wishes, He gives him understanding in religion; and verily I distribute (Knowledge) while God bestows it.

When a man dies, all his actions are cut off from him except three: ever running charity, or knowledge from which benefit is derived, or a virtuous son praying for him.

Verily people will be your followers and verily people will come to you from different parts of the world to acquire learning in theology. So when they come to you, admonish them with good.

To the devil, a learned theologian is stronger than a thousand pious worshippers.

Verily God, His Angels and the dwellers of the heavens and the earth and even an ant in his hole and even a fish certainly send blessings upon a preacher of good to the people.

Whoso goes out in search of knowledge, he is in the path of God till he returns.

Whoever searches after knowledge, it will be expiation for his past sins.

Whoso seeks knowledge either to prevail therewith over the learned, or to argue therewith with the fools or to arrest the faces of men towards him, God will admit him in Hell.

Be careful of (narrating) traditions from me except what you know. Whoso imputes falsehood to me intentionally let him then seek his abode in Hell.

Learn the mandatory doctrines and the Quran, and teach (them to) the people, for verily I am a mortal.

Certainly this learning is religion. So look from whom you learn your religion.

Excellent is the man who is learned in religion. If any body feels the necessity to go to him, benefits his soul.

Two greedy men have got no satisfaction: one who has got greed for learning is never satisfied with it, and one who has greed for this world is never satisfied with it.

Acquire knowledge and teach it to the people. Learn the religious duties and teach them to the people. Learn the Quran and teach it to the people. Verily I am a man who is mortal. Learning will soon be distorted and trials will soon appear, so much so that two will differ regarding a religious doctrine. They will find none who may decide between the two.

The nearest of men in the rank of prophethood are the learned and he who exerts efforts.

There are two classes of followers: When they are good, people are good and when they are bad, people are bad--the rulers and the theologians.

Search knowledge though it be in China

Learning is treasure whose keys are queries.

The enemy of learning is forgetfulness, and its loss is to talk with those who do not deserve it.

CHRONOLOGY OF EVENTS (Domestic Affairs) Political

- 1923-1938 Presidency of Mustafa Kemal Ataturk. Republican People's Party.
1938-1950 Presidency of Ismet Inonu. Republican People's Party.
1950-1960 Presidency of Celal Bayar. Democratic Party.
1960-1961 May 27, 1960, Revolution. Provisional Government of Turkey and the Committee of National Unity. Chief of State General Cemal Gursel, (May 1960 - October 1961).
July 9, 1961 new Constitution replaced 1924 Constitution.
- October 15, 1961, National Elections. Coalition Governments headed by Prime Minister Inonu (October 1961 - February 1965).
October 26, 1961, Cemal Gursel became 4th President of Turkey.
- 1965 March 4, 1965 - October 10, 1965, Suat Hayri Urguplu (Independent Senator) Prime Minister heading coalition.
October 1965, National Elections won by Justice Party.
Suleyman Demirel Prime Minister.
- 1966 March 26, 1966, Cevdet Sunay became 5th President of Turkey after death of President Gursel.
- 1969 October 1969 National Elections won by the Justice Party.
- 1970 Martial Law declared due to violence caused by small extremist leftist groups (Martial law continued in some provinces to September 1973).
- 1971 March 12, 1971, Memorandum. Resignation of Prime Minister Demirel.
March 1971 to April 1972, Prof. Nihat Erim, leads "Above Party" governments.
- 1972 May 1972 - April 1973. Ferit Melen "Above Party" government.
- 1973 April 1973 - October 1973. Naim Talu "Above Party" government. (Asked to remain in office until new government formed.)
April 6, 1973 Fahri Koruturk became the 6th President of Turkey.
October 14, 1973, National Elections won by Republican People's Party led by Bulent Ecevit.
- October 29, 1973, 50th Anniversary of the Founding of the Turkish Republic.
- 1974 January 26, 1974 - September 18, 1974. Ecevit government (coalition of Republican People's Party and National Salvation Party).
- July 20, 1974, Turkey lands troops on Cyprus.
September 18, 1974 Prime Minister Ecevit resigned because of differences with Deputy Prime Minister Erbakan of National Salvation Party.

1975

November 29, 1974 - March 1975, Dr. Sadi Irmak, Independent Senator forms interim government. Ambassador Melih Esenbel leaves Washington to become Foreign Minister. Returns to Washington as Ambassador, April 1975.
April 1975, Suleyman Demirel forms coalition with Justice Party, National Salvation and several other smaller conservative parties. Foreign Minister, Ihsan Sabri Caglayangil.

HISTORY OF TURKEY

I. Early Civilizations and Empires: (Hittite, Phrygian, Assyrian, Mede, Lydian)

II. Cultural Overlay Periods: (Persian, Greek, Roman, Byzantine)

III. The Ottoman Empire:

A. 1050-1400 Seljuk Turks and the Rise of the Ottomans

B. Rise of the Ottoman Empire:
Mehmed II (The Conqueror) Constantinople and the Balkans

Selim I (The Grim) Mecca, Medina, and Egypt (1st Caliph)

Suleyman I (The Magnificent) Extended Empire to its zenith.

C. Fall of the Ottoman Empire:
Carlowitz - 1699

Russian Wars - 1774, 1812, 1878

Balkan Wars - 1912, 1913

WWII - Capitulations and Breakup of Empire

IV. Ataturk and The Rise of the Turkish Republic:

V. Cultural and Historical Forces in Modern Turkey -	
<u>Traditional</u>	<u>Modern Ataturkism</u>
Islam	Democracy
Militarism	Secularism
Absolutism	Nationalism
Ottomanism	Statism
Anti-Russianism	

TURKISH POLITICS
WW II - 2nd REPUBLIC

I. Death of Ataturk (10 Nov 38) to End of WWII:

- a. Ismet Inonu takes over the reigns of government and rules more or less in the style of Ataturk. No opposition allowed.
- b. Turkey signs treaty of alliance with UK and France in 1939
Turkey signs treaty of friendship and trade with Germany in 1941
- c. Pan-Turanists and the Capital Levy from 1942 to 1944
- d. Diplomatic relations with Germany broken in 1944
Pan-Turanists put on trial
Turkey declares war on Germany in '45 to get in UN
- e. Notes:

II. End of WWII to First Free Election in 1950

- a. Dissention within the party (Republican People's Party) in 1945 not allowed and delegates are separated from party.
Democratic Party registers in Jan 46, Early elections called by Inonu, and Democratic Party wins 61 of 273 seats despite little time for organization before elections in July.
- b. Period from 1946 to 1949 characterized by Inonu's attempt to keep opposition party from functioning, attempts to limit freedom of press and opinion. Part of the time was under martial law. In 1948 the Democratic Party splits and Nation Party is formed. Pressures for democracy and freedom of speech succeed in 1949 and Inonu announces Democracy is the rule and that free elections would be held in 1950.
- c. In 1950, free, just, and valid elections were held. 88% of the 8.5 million voters cast votes. Result was a sweeping victory for the Democrats who ran on a platform of greater freedom in economics, relaxation of statism & more private enterprise, and softness on secularism. Democrats won 408 seats in the assembly to 69 for the Republican People's Party.
- d. Notes:

III. 1950 to the Second Republic:

- a. Democrats ruled from 1950 to 1960 with Celal Bayar as President, and Adnan Menderes as Prime Minister and the real power. During this period policy of statism was abandoned in favor of private enterprise; agricultural development was emphasized; and a number of restorative reforms played into the conservative, anti-secularist biases of the peasants. Opposition parties were increasingly repressed and freedom of expression was greatly curtailed. Increased repression and economic troubles led to mass student and workers demonstrations in 1960 and subsequent use of the military to fight these demonstrations and curtail opposition party activity.
- b. On 27 May 1960, a military junta staged a coup d'etat, calling itself the NUC (National Unity Council). It was headed by General Gursel, and abrogated the constitution of the 1st Republic with martial law. It used this period of 18 months to lay the foundations of the 2nd Republic. It suppressed several attempts from within the group to set up permanent military rule, and worked for the following objectives.
 - (1) Destroy the Democrat's monopoly of power by dissolving it and forming several political parties.
 - (2) Amend the constitution to make separate the legislative, executive, and judicial powers of the government.
 - (3) Amend the electoral law which allowed the Democrats to cease control of the government, by making it favor proportional rather than majority representation.
- c. The NUC completed their task quickly, submitting the new constitution to national referendum in July 1961, executing Menderes and two associates in September, holding the first election of the 2nd Republic in October, and forming the 1st civilian government in November 1961.
- d. Notes:

IV. Comparison of the Old and New Constitution and Election Laws:

- a. Separation of Powers in the Constitution
- b. Proportional Representation rather than Majority based on List System
- c. Notes:

Lesson Summary Sheet: Historical Foundations of Modern Turkey

"The Turks are a people who speak Turkish and live in Turkey." This seemingly simple proposition describing contemporary Turkey takes on new meaning when one places it in Turkish historical perspective.

Bernard Lewis, a noted Turkish historian, believes that there are four main streams of influence that have gone to make modern Turkey.

1. Local Influences. The first source of modern Turkish civilization to be considered is that of "local" influences, i.e., the numerous early civilizations that were spawned in Anatolia, overlaying and meshing with each other, and creating a complex and diverse pattern of tradition and culture. These early cultures include the Hattic culture which flourished during the 7-6th millennia B.C.; the Hittites an Indo-European culture which was superimposed onto the Hattic peoples and which reached its zenith in 1450-1200 B.C.; the neo-Hittite culture of the Phrygians from 750-300 B.C.; the Ionian-Greek culture which created city-states throughout Asia Minor; the Persians of the Achaemenid dynasty; the Hellenism of Alexander; and the Caesaro-Papism of the Romans. The survival of the Anatolian elements in modern Turkey is now beyond dispute. It is clear that there was a large measure of continuity.

The Byzantine heritage of Turkey was at one time much exaggerated. Roderic Davison, a distinguished American commentator on Ottoman Turkish history, believes that the Byzantine Empire, an embodiment of Hellenistic culture, Christian Orthodoxy, and an Imperial Roman tradition, shaped the destiny of the Ottoman infrastructure, and hence modern Turkey. The Byzantine Empire lasted from 330 AD to 1453 AD when Constantinople fell to Mehmed the Conqueror of the Ottoman Turks. It was the Roman Empire in its Christian form. Emperor Constantine recognized Christianity and began the construction of Constantinople. The Byzantines initiated Caesaro-Papism whereby the powers of the emperor and church were closely intertwined. Religion became a political question and contributed to the schism between the Latin West and the Orthodox East. The strength of the Byzantine government was derived from the unity created by an absolute emperor, an educated and well-trained civil service, and a division of power and responsibility in its far-flung provinces. Although the Byzantine empire has been maligned by writers for its intrigue, court politics, corrupt civilization, and mercenary character of its life-style, a close, objective study of Byzantine records reveals a fully civilized society with an efficient government, excellent public records, a sophisticated bureaucracy, and an army of high technical ability. When Western Europe was semibarbaric, the Byzantines enjoyed a high literature, philosophy, urban social culture, and a

high standard of living. The Byzantines finally fell from power after centuries of being wracked by a religious schism from within, and external pressures from the Slavic invasions from the Northwest and Muslim Turk invasions from the East.

2. Turkic Influences. The Turks themselves did not arrive in Anatolia enmasse until the 11th century. Turk bans migrated from the Russian steppes in the area bounded by the Altai Mountains, Lake Baikal, and the edge of the Gobi desert. The Turkish language, despite long subjection to alien influences, was the main contribution of the Turks to the diversified culture of the Ottoman Empire. The bulk of the Turks accepted Islam in the 10th century as they migrated westward. Turk bribes, united under the leadership of the Seljuk dynasty, breached the Byzantine defense perimeter at the Battle of Manzikert near Lake Van in 1071. The temporary collapse of Byzantine forces initiated the Turkification of the Anatolian Hinterland.

The Ghazi concept established one's "Turkishness". The Ghazis were those free spirits who could not adapt themselves to the new order. They waged war for Allah, Glory, and booty against the infidel on the frontiers of the Arab Caliphate, and became the military classes of the Caliphate. Raiding, therefore, was the basis for the economy of their early Turkish states. Their leaders were necessarily men of ability. There was no blood pattern established and no hereditary system of succession. The Turk Ghazis injected themselves into a world of confusion and political disintegration when both the Byzantine and Arab Empires were in a state of simultaneous decline. But the early Ghazi states found that as raiding eventually ceased, their states withered since Ghazi life was not based on a solid internal economy. To make this transition required more administrative apparatus than the Ghazis possessed. This problem was to ever confront the Seljuks and Ottomans in their meteoric path across Anatolia and the Balkans, and the success with which they solved this continuing problem determined the permanent or ephemeral character of the Turkish conquests. This theme is central in understanding and explaining the rise and spread of Turkish rule.

The first Turkish state that flourished was that of the Sultanate of Rum. Its capital was Konya. From 1150-1250, the Seljuk Sultanate of Rum reached its zenith and saw a temporary settling of Asia Minor, a civilizing of the Ghazis, and an intellectual and economic enrichment. The Sultanate was pressured by the Byzantines and Crusaders in the West and by Mongols in the East. The Seljuks were soundly defeated by the Mongols in 1247 and never fully recovered.

The Ottomans were another Turkish tribe that was on the northwestern fringes of Seljuk territory and fronted Constantinople. Under the dynamic leadership of the first ten Ottoman sultans, the Ottoman dynasty was to build a sound infrastructure that made the Ottoman Empire a dominant world power from 1450 to 1550. Thirty-six Ottoman sultans followed the dynasty's founder Osman, ending with Mehmed VI in 1922.

The successes of the early empire lay in the strength and wisdom of its rulers. Ottoman administration was in the hands of the royal family under the reigns of the sultan, while royal princes established minor courts in the provinces. Ottoman administrators were well-trained in a centralized Palace School in Istanbul. Much of the administration of the farflung provinces and disparate ethnic groups was accomplished through the millet system. Each ethnic community was ruled by its own local leaders. The millet system worked well until the Age of Nationalism unleashed after the French Revolution impacted on the millets and began the fragmentation of the polyglot empire. The Ottoman Sultan was able to impose his will throughout his empire via the famed janissary corps of slaves who were trained, disciplined, and loyal to their master.

At its zenith, Ottoman hegemony reached from Vienna to the cataracts of the Nile, from the Western Mediterranean to Persia. Constantinople fell to them in 1453 and Vienna was under siege as late as 1683.

3. Islam. The third source of Turkish civilization is the Turk encounter with Islam. The Islam which the Turks encountered in their early migrations was a frontier Islam, an uncomplicated Islam which maintained the simplicity, militancy, and freedom of early Islam. The Islam that the Turk Ghazis accepted was the Sunni Orthodox branch of the Hanafite rite (which incorporated the Koran, Hadith, consensus, analogy, private opinion inputs into interpretation of the Shariat). Bernard Lewis states that the "Islam of the Turkish frontiersmen was thus of a different temper from that of the heartlands of Islam. Unlike their brothers who had gone to Iraq or Egypt as Mamluks, and been brought up in the cosmopolitan atmosphere of the old Islamic capitals, the free Turks were Islamized and educated in the borderlands, and their Islam was from the first impregnated with the special characteristics of the frontier. Their teachers were dervishes, wandering ascetics, and mystics, usually Turkish, preaching a very different faith from that of the theologians and the seminaries of the cities. Not for them was the subtlety- or the laxness - of Abbasid Baghdad, the easy-going tolerance and diversity of a mixed urban civilization- or the meticulous and exclusive orthodoxy of the schools. Theirs was militant faith, still full of pristine fire and directness of the first Muslims; a religion of warriors, whose creed was a battle-cry, whose dogma was a call to arms."

4. Westernization. The fourth source of Turkish civilization is that of Westernization. The Ottomans were in a period of stagnation and decline in the 17th and 18th century with only temporary flashes of brilliant leadership. The Ottomans were sorely pressed after their retreat from Vienna by emerging Western states. Expansion to the East was cut off by a centralized Persian Safavid monarchy. Portuguese, Dutch, and British vessels appeared in the Indian Ocean, outflanking the Middle East and cut off trade through Anatolia. Combined with these external factors was an internal factor of declining Ottoman institutions. Bernard Lewis notes that "if the first ten Ottoman sultans astonish us with a spectacle of a series of able and intelligent men rare if not unique in the annals of dynastic succession, the remainder of the rulers of that line provides an even more astonishing series of incompetents, degenerates, and misfits

beyond the range of coincidence. This can be explained by a system of upbringing and selection which precluded the emergence of an effective ruler." Lewis is referring first to the able Ottoman rulers who succeeded to the throne on the principle of the Law of Fratricide, ie, the killing of brothers and nephews. The sultan father did not specify which son was to succeed him; succession became a matter of survival of the fittest thereby insuring dynastic peace and a stable administration after an interregnum. However, Ahmed I kept his brother alive in a kafe (cage). Therefore, when Ahmed died, the throne passed to his brother, not his son. One commentator states that "the kafe method of birth control produced poorly educated, untrained, physically weak, neurotic princes whose children grew less healthy mentally and physically through seccessive generations."

As the Ottoman sultans became more removed from the conduct of state affairs and less capable as leaders, the sultans placed non-family members into positions of power. Much of the domestic and foreign policy fell into the hands of Greek families who had had experience gained from their commercial dealings.

A second factor that precipitated the Ottoman decline derived from Islamic conservatism which looked with anathema on Western innovations and technology. By not keeping pace with Western scientific and military technology the Ottomans were increasingly pushed back from their European frontiers. The third factor, derived from the second, was the degeneration of the Ottoman armies who frightened no one except their own sovereign. As booty from raiding decreased and military opposition became more formidable, the jannssaries became an increasing unruly, undisciplined loot, demanding bonuses from the sultan for loyalty and even providing an input into succession choices for the new sultan.

European interest in the Ottoman empire can be analyzed within the context of the classical European balance of power. The Russians sought an outlet to the Mediterranean Sea through the Straits, and hence Russian interests were expansionistic. France had commercial interests in the Middle East and religious interests in the Levant. The British and Austrians opposed Russian expansion--the British interest being the protection of trade routes to India and Austrian interests being the fear of a Russian threat to her southeastern flank.

In the 18th century, the Ottomans negotiated treaties of decline. The 1699 Treaty of Karlowitz was arranged by European states and acknowledged that all European states were rightfully concerned with questions of the Middle East. It recognized the Tsar's interests with respect to the Ottomans and ended the fear of an Ottoman invasion of central Europe. Karlowitz opened the avenue for further aggressions toward Istanbul and the Straits. In the Treaty of Passowitz of 1718, Turkey lost territory to Austria. In the Treaty of Capitulations of 1740 with France, the Ottomans recognized special French commercial interests and gave France full jurisdiction over her nationals in the Ottoman Empire. Therefore, a

large portion of the exterior trade of the Ottoman Empire was exempt from all control by the Porte. Foreign Nationals received more privileges than the sultan's subjects. In the 1774 Treaty of Kuchuk Kainarji with Russia, the Tsar was implicitly granted the right to protect the Christian religion and Russia "as a neighboring and sincerely friendly power could offer the Sultan representation on behalf of the Sultan's Christian subjects.

The true beginning of Westernization impacted on Turkish civilization after the French Revolution and the Napoleonic era. The Age of Nationalism and the spread of liberalism throughout Europe made inroads into the Ottoman's European provinces.

Selim I attempted to reform his empire that had been continuously hard pressed by modernizing European states. He attempted to curb the arrogant powers of his viziers by re-organizing the Imperial Divan which now had to be consulted on important matters. However, when he attempted to initiate military reforms, he lost out to the conservatives who favored returning to former methods. Selim I was assassinated for his efforts. Mahmud II destroyed the janissary corps in 1826 and opened the way for the Tanzimat Period.

The Tanzimat Period of re-organization from 1839 to 1876 consisted of two edicts which abolished capital punishment without trial, guaranteed justice to all subjects, established a Council of Justice, and ended tax farming. The second edict granted the Christian population of the empire the rights possessed by the Muslim community.

However, beginning with the Crimean war and the expenses incurred to modernize the armed forces and administrative infrastructure, the Ottomans resorted to foreign loans. European lenders asserted their right to intervene in Ottoman affairs and by October 1875, the Ottoman government announced bankruptcy. An International Commission was established to manage Ottoman finances.

The Ottomans made an attempt at constitutional government in 1876 but the Constitution was abrogated shortly thereafter when the Turks fought the Russians in 1877. Abdul Hamid continued his autocratic rule until the Young Turk revolution of 1908. The Young Turk Revolution was a natural reaction to the oppression, absolutism, and corruption of Abdul the Damned, and the growing influences of westernization.

LESSON 4: Turkey and Its History

- Objectives: -- To understand the historical bases and the sources of Turkish national pride.
- To describe the special role of Turkish military leadership.
- To assess the peculiar contributions of Atatürk to modern Turkey.

I. Turkish National Pride

- A. Ancient Central Asian Origins.
An old race with pride in its continuity.
- B. Ottoman Empire Spread across Three Continents.
Many centuries of international power.
- C. Atatürk, Father of Modern Turkey.
A charismatic leadership serving as a stimulus to national pride in the 20th century.

II. Turkish Leadership

- A. Tradition of Military Leadership Supported by Islam.
Warriors (gazis) of the holy war (jihad).
- B. Ottoman Empire Built on Military Conquest.
The sultan as first soldier and politician of the empire.
- C. Modern Turkey
Formed and shaped by a military elite.

III. Atatürk

- A. Military Hero.
The professional military virtues as national characteristics.
- B. Founder of the Republic
Provided political identity in a hostile world.
- C. Transformer of His People.
Led the transition from East to West and an orientation from the past to the present.

Chronology of Selected Major
Events in the Life of Ataturk

- 1881 Birth of Mustafa at Salonika.
- 1893 Mustafa enters Military Secondary School at Salonika, where he is given the additional name of Kemal.
- 1895 Mustafa Kemal enters Military Training School at Monastir.
- 1890 March 13. Kemal enters War College at Constantinople.
- 1902 Kemal graduates as lieutenant to Staff College in Constantinople.
- 1905 January 11. Kemal passes out of Staff College with rank of staff captain and is afterwards posted to Fifth Army in Damascus.
- 1906 October. Kemal helps to found Fatherland (Vatan) Society in Damascus.
- 1907 June 20. Kemal promoted to adjutant major.
September. Kemal posted to Third Army at Salonika.
- 1908 July 24. Young Turk Revolution in Salonika. Committee of Union and Progress forces Abdul Hamid to restore Constitution of 1876 and recall Parliament.
Kemal sent to Tripoli on mission for Committee of Union and Progress.
- 1909 April 13. Counterrevolution in Constantinople. Union and Progress striking force, with Kemal as divisional chief of staff, marches on the city from Salonika.
- 1910 Kemal serves as chief of staff in suppression of revolt in Albania.
Kemal sent to Paris with military mission to attend French Army manoeuvres.
- 1911 September 13. Kemal posted to General Staff in Constantinople.
November 27. Kemal promoted to major.
- 1912 November 25. Kemal appointed director of operations for relief of Adrianople.
Fall of Adrianople.
- 1913 October 27. Kemal appointed military attache in Sofia.
- 1914 March 14. Kemal promoted to lieutenant colonel.
November 3. Russia declares war on Turkey.
November 5. Britain and France declare war on Turkey.

- 1915 February 2. Kemal appointed to reorganize and command 19th Division, in Thrace.
February 25. Kemal establishes headquarters of 19th Division at Maidos, on Gallipoli Peninsula.
April 25. Allied military landings at Ariburnu (Anzac). Advance checked by Kemal, with 19th Division.
June 1. Kemal promoted to Colonel.
August 8/9. Kemal appointed to command of Sixteenth Army Corps. Checks second Allied advance.
- 1916 January 9. Allied evacuation of Gallipoli Peninsula.
April 1. Kemal promoted to general and pasha.
- 1917 March 5. Kemal appointed second-in-command -- effective commander -- of Second Army
July 5. Kemal appointed commander of Seventh Army in Syria.
October. Kemal returns to Constantinople.
- 1918 August 7. Kemal reappointed commander of Seventh Army, in Palestine.
October 31. Kemal takes over command of army group at Adana.
November 7. Dissolution of army group.
November 13. Kemal returns to Constantinople. Allied fleets enter Constantinople.
- 1919 April 30. Kemal appointed inspector general of Ninth (later Third) Army in Anatolia.
May 15. Greek forces land in Smyrna, with Allied approval.
May 19. Kemal lands in Samsun.
June 23. Kemal ordered by government to return to Constantinople.
July 8. Kemal resigns from the army is is dismissed by government.
December 27. Kemal establishes headquarters at Angora, with Representative Committee.
- 1920 March 16. Military occupation of Constantinople by Allies.
April 23. First Grand National Assembly meets at Angora.
May 11. Kemal condemned to death by Sultan's government.
June 22 - July 9. Greek Army advances into Anatolia and captures Brusa.
- 1921 July 10. Greeks resume offensive and capture Eskişehir.
August 5. Kemal given full powers as commander-in-chief by Grand National Assembly.
August 23- September 13. Battle of Sakarya. Turks check Greek advance before Angora.
September 19. Kemal given title of Gazi and rank of marshal by Grand National Assembly.
- 1922 August 26- September 9. Nationalist forces defeat Greeks in counter-offensive and capture Smyrna, which is destroyed by fire.
November 1. Kemal proclaims abolition of Sultanate.
- 1923 January 29. Kemal marries Latife in Smyrna.
October 2. Turkish forces occupy Constantinople, following Allied evacuation.
October 9. Angora (Ankara) becomes capital of Turkey.

- cont. 1923 October 29. Proclamation of the Turkish Republic, with Kemal as President.
- 1924 March 3. Abolition of the Caliphate, Ministry of Religious Affairs, and religious schools.
April 8. Abolition of religious courts.
- 1925 March 4. Law for the Maintenance of Public Order gives government exceptional powers.
August 5. Kemal divorces Latife.
August 30 - September 2. Kemal tours Kastamonu Province, announcing abolition of fez, suppression of religious brotherhoods, and closing of sacred tombs as places of worship.
1926. February 17. Adoption of new Civil Code.
June 15 - July 13. Plot against life of Kemal in Izmir (Smyrna). Trial and execution of ringleaders.
August 1-26. Trial and execution of "Young Turk" leaders and others in Ankara.
- 1927 November 1. Third Grand National Assembly. Kemal re-elected President of the Republic.
- 1928 November 3. Introduction of Latin Alphabet.
- 1931 May 4. Fourth Grand National Assembly. Kemal re-elected President of the Republic.
- 1932 July 12. Foundation of Turkish Language Society.
August 12. Turkey becomes member of League of Nations.
- 1934 January 9. First Five Year Plan for industrial development.
November 29. Kemal takes name of Ataturk, in terms of new law requiring Turks to adopt surnames.
December 8. Women made eligible to vote in parliamentary elections and to become members of Parliament.
- 1935 March 1. Fifth Grand National Assembly. Ataturk re-elected President of the Republic.
- 1936 July 20. Montreux Convention signed, regulating future Turkish regime for the Straits.
- 1938 March 11. Illness of Ataturk officially announced.
September 18. Second Five Year Plan for industrial development.
November 10. Death of Ataturk.
November 11. Succession of Ismet Inonu as President of the Republic.

(Extracted from Lord Kinross' Ataturk, New York: William Morrow and Company, 1965.)

ATATURK

You cannot understand the modern Turk until you know the story of Mustafa Kemal Ataturk--known to the world simply as Ataturk.

Ataturk was one of the world's great men. He was rough and tough at a time when force and decision were necessary. He jerked Turkey up out of the Middle Ages by her bootstraps and made her a modern republic. Your Turkish friends will be pleased if you show some knowledge of his life.

Ataturk was named Mustafa when he was born about 1881 in Salonika, Greece, at a time when this city was the capital of a Turkish European province. The son of a minor government official, he was educated for the army at the military academy in Istanbul. Here he distinguished himself in mathematics, for which he was nicknamed "Kemal", meaning "perfection." (The Turks, at this time, did not have last names.)

Before World War I, he took some part in the Young Turk Reform Movement, which obtained a constitutional government for Turkey. He was one of the Turkish commanders who defeated the Allies so thoroughly at Gelibolu (Gallipoli) in World War I. He fought against the Russians on the eastern front, and by the end of the war was fighting the British in Palestine. By this time he was a general; hence, the term Pasha (which means general)--you may have heard of him as Mustafa Kemal Pasha.

After the war, the Allies occupied Istanbul while they were deciding what to do with Turkey. In southern Turkey, the French were moving in, and the Italians were eyeing the southwestern corner. Finally, Greek troops landed at Izmir in May 1919. The future existence of Turkey was at stake.

Mustafa Kemal soon saw that the Sultan and his government were too weak to meet the situation. Breaking with his government, Mustafa Kemal and a group of nationalistic Turkish officers crossed the Black Sea to Samsun, and moved inland, organizing peasant resistance groups on the way. As most of eastern Turkey rallied to him, the French and Italians withdrew their forces. The Greeks, however, reinforced their army and it was not until 1922 that the Turks finally defeated them. Ataturk established a government at Ankara that deposed the Sultan in Istanbul.

The following year, the Allies and Ataturk's government negotiated the Treaty of Lausanne, which set up the borders of Turkey about as they are today. The former Arab provinces of the Ottoman Empire are today's independent nations of Syria, Lebanon, Israel, Jordan, Iraq, and Saudi Arabia.

Perhaps the most remarkable thing about the break-up of the Ottoman Empire is that most Turks feel neither resentment nor regret. Turkey's foreign policy has been one of friendly relations with all the countries that were once part of the Empire.

Having won the war for independence, the Turks went to work organizing their new state, which in October 1923 was proclaimed a republic. They elected a Grand National Assembly from among the people and drew up a constitution.

Just as the American colonies before them had done, the Turks elected as their first President the commander-in-chief of the army that had won their independence. That is the reason why the Turks like to compare Ataturk with George Washington--each the father of his country. Ataturk became the first President in 1923, and was re-elected three times. He died in 1938.

In 1934, Mustafa Kemal decided that all Turks should have family names. Apparently, the purpose of this decision was not only to make Turkey more Europeanized, but also to make easier the taking of the first Turkish census. The use of surnames, as in the case of Russia, was not known in Turkey. The National Assembly conferred upon Mustafa Kemal the surname Ataturk, meaning "Chief Turk" or "Father of the Turks." Today, all public buildings, schools, and military installations display pictures of Mustafa Kemal Ataturk, the founder of modern Turkey.

Ataturk was a strong, hard man at a time when only such a man could succeed. His purpose, unlike that of fascist and communist dictators, was not power for its own sake, but the use of power to create a modern, progressive state out of a medieval one. His aim was to educate a backward, illiterate people in liberal, democratic ideas.

Here are just a few of the things that Ataturk accomplished in a few short years to change the whole life of Turkey:

- a. He separated church and state, and replaced the old Moslem law with European codes drawn from several countries.

b. He gave women full political and social rights, and abolished polygamy and the harems.

c. He prohibited wearing of the fez and ordered Western headgear for men.

d. He adopted the Western calendar and time system.

e. He substituted the Latin alphabet we use for the difficult Arabic alphabet.

f. He took the first census in Turkey's history.

g. He started a nation-wide system of compulsory education.

h. He built a modern capital at Ankara.

i. He reduced malaria and other diseases and epidemics that used to kill thousands of people every year.

j. He set up the beginnings of a modern industrial system, locating many of the most important factories in the interior of the country and out of reach of possible enemy guns. He established a foreign policy of friendship with neighboring nations. The Turks could justly boast on the tenth anniversary of their republic: "A Century of Progress in Ten Years"!

After Ataturk died, in 1938, not one of his reforms was lost. He had preached democracy and instituted the basis for a democratic regime.

RECOMMENDED READING:

Kinross, Lord (pseud of Balfour, Patrick), Ataturk: A Biography of Mustafa Kemal, Father of Modern Turkey (Morrow, 1966).

(Extracted from "A Brief Look Into Modern Turkey's History and At Turkish Traditions," Revised QAP, November, 1972.)

SECOND UTA
14-15 July 1979

Ataturk -- Military hero
Founder of the Republic
Transformer of his people
New civil code
Language
Fez
Veil
Religion
Abolished harems and polygamy
Adopted Western calendar
Took first census/compulsory education
Capital at Ankara/reduced malnutrition & dysentery
Introduced foreign policy

Islam -- Belief in the oneness of God
Muslim - one who submits
5 Pillars
No god but Allah, and Muhammad is his prophet
Prayer (5 times a day)
Alms
Fasting
Pilgrimage

Culture Shock -- A feeling of disorientation and frustration experienced when placed in another culture where values, attitudes and behavior are different.

False deductions

When we encounter ideas and practices differnt from our own, do not jump to conclusions or treat with contempt and ridicule.

Habitual complainer/immature
Narrow vision

"I like them round eyes instead of those Arab gals."
--Anonymous A-7 Pilot, 15 July 1979

THE CASE OF TOILET PAPER

. . . We know that Americans think we are dirty because we do not use toilet paper. We hear them making jokes about it all the time. We view it differently, however. We feel a person should take a little bath after a trip to the toilet. It is inconceivable to us that anyone can get clean by just using dry paper. We even have a little joke about the questionable cleanliness of the Western habit. We ask if that is the way you wash your dishes. Do you just take a piece of paper and wipe them off?

I should add that this is not just an ignorant Eastern attitude either. Many of us went to college in the West and had to change our toilet habit because your facilities do not provide for the little bath. We soon learned we had trouble with an itchy dirtiness. The truth of the matter is that one can't get quite clean with paper alone. One may get toughened to it, but not clean.

TURKISH ATTITUDES

We must try to understand their attitudes, particularly toward:

Change -- rulers vs. ruled, rural vs. urban, rural more traditional.

Nationalism -- Secularized and westernized ways are breaking down Turkish group codes (old ways).

-- Basic Muslim tolerance is giving way to fervent nationalism.

-- Purist approach to language.

Religion -- Although a secular state, religion is still the mainstay.

-- Most Turks are 99% Sunni. Most want Haj.

-- Dietary laws are mostly disregarded but not pork -- nauseates Turks.

Class -- Based on money and education.

Hospitality -- The Turkish host becomes a protector -- through his "protection," advice and hospitality - a guest is often overwhelmed.

-- A general attitude of friendship.

CULTURE SHOCK

A feeling of disorientation and frustration experienced when placed in another culture where values, attitudes, and behavior are different.

ATTENTION

Toilet paper
Use quote
Discuss reactions

[See FMF Lesson Plan]

I. CULTURE SHOCK - What is it?

Definition [Viewgraph]

Other Examples

- Culture shock controls muscles

New Guinea worms
Pork to Turks

- US druggies & Turkish courts

II. THE FALSE DEDUCTION

The ways of Turkey are bad because they make me feel bad.

Examples -

- The BUBBLE

"excuse me!" [Amer reaction]

vs.

"just traffic" [Turkish]

False deduction: They hate me.

- PROXEMICS (Speaking Distance)

Stand back

vs.

Stand close

False deduction: What a rude people.

- HOSPITALITY

Turkish student in US

Use quote and viewgraph

III. How to cope with culture shock

A. Consider: Is "different" = "bad."

B. What is the reason?

Stereotype of Turkish lack of cleanliness

- Saturday night bath?
Hot water? Soap?

Labor-intensive work

Sensitivity over nationalism

Turkey's Ottoman heritage
Capitulations
Fierce pride

IV. REVIEW

Story of General Collins and Turkish soldier in US hospital

We need those guys.

A Turkish student at an American university asked his co-workers on a physics lab project if they wanted to go to lunch with him at the student union. They agreed, adding that it was time to eat, and they all chatted as they went to the union where they got in line at the cafeteria. When they reached the cashier's station, the Turkish student, who was first in line, paid for all of them. When the group got to their table, his two co-workers insisted on giving the Turkish student the money for their lunches. The Turk refused it, but the Americans insisted. The one sitting beside him swept the money off the table and dumped it into the foreign student's jacket.

pocket. During the meal the Turkish student seemed unusually quiet and reserved while he ate his lunch.

Which of the following best explains the behavior of the Turkish student at lunch?

- A. The Turkish student must have had an upset stomach.
- B. It is the Turkish custom not to talk at meals.
- C. The Turkish student felt the Americans thought he was too poor to pay.
- D. The Turkish student had wanted to pay for their lunches and he was hurt that they wouldn't let him.
- E. When he was away from the lab, the Turkish student had nothing to make conversation about.

TO COLLEGE

T U R K I S H
BASIC COURSE

Cultural Notes

Developmental Testing Edition 1

June 1979

DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER

120

INTRODUCTION

You are about to go to a foreign country where many of the ideas, customs and traditions are different from the ones you are accustomed to. "Different" does not mean wrong or bad; it just means "not the same." Some of these new ideas, customs and traditions may be attractive to you, while the others may not. In either case, take them to be as normal as the way you live now, because they are normal, indeed, to a great many people who live in your host country. It is true that there is no place like home, but try to look upon this time spent abroad as an enriching and rewarding experience. Try to learn as much about your hosts and your host country as you can. Abide by their laws, respect their customs and traditions just as you would expect them to do should they visit your country. Only with respect for each other's social and religious beliefs, and tolerance with the understanding that we are not all the same, can lasting friendship be established. Remember, in the world today "no man is an island!"

This material was prepared in the Turkish Department to help you be oriented more easily with your host country and to better acquaint you with your host nation. It is just a guide for you to refer to when in doubt and to provide help for a more enjoyable tour of duty in Turkey.

Students and instructors are encouraged to make recommendations for improvement.

TU CULTURAL NOTES

1. Try to speak Turkish at every opportunity. Even if you do not feel very comfortable in speaking Turkish, try as hard as you can. Do not be afraid that if you make a mistake or really "mess up" their language the Turkish people will be offended. The simple fact that you are making an effort to speak their native tongue will be considered the highest compliment you can ever pay.

2. On the other hand, when it comes to a question concerning the law or other matters equally sensitive, you should always rely on an official interpreter/translator. Although you may speak Turkish quite well, there are times when it is better for you to make use of a native speaker's extensive knowledge of the language and culture.

3. If you ever face a situation which presents difficulty or embarrassment for you, find a policeman. Policemen in Turkey are usually quite helpful. Do not try to resolve the problem alone!

4. Bargaining is a part of life in Turkey, and it happens almost everywhere. But, in most city shops, except for bazaars, the prices are fixed. It is advisable not to buy things such as rugs, brasswork and gold ornaments from merchants whom you do not know, as prices and qualities may vary greatly from one seller to another. If possible, take someone with you who can introduce you to a reliable merchant. Also, before getting into a taxi, be sure to reach a firm agreement with the driver about the fare, since fares for the same distance may differ from driver to driver.

5. When a Turkish family invites you for dinner at their home, it will be a polite gesture to take some flowers for the hostess on the first invitation; otherwise, send some flowers within 24 hours after the dinner. On subsequent invitations, you may take a bottle of good quality liquor or wine, or something for dessert.

TU CULTURAL NOTES

6. When you have Turkish guests for dinner, your Turkish guests might expect the hostess to do the serving onto the plates rather than to have the platter passed around for self-service, as they are not accustomed to this way. Usually, they will take small portions of food and decline politely when you offer more; then the hostess should insist kindly and put some more food onto their plates. The same situation applies to the subsequent servings. Also, remember that your Turkish guests may have certain dietary restrictions such as not eating pork and not drinking wine. Although some Turkish people do not observe these restrictions, very religious persons even do not drink alcoholic beverages (beer included) at all; just plain fruit juice or water, only.

7. When your Turkish friend(s) invites you to a place for a drink, or a meal, you should not attempt to pay for your own share or to buy the round of drinks in turns. Let him (them) treat that day; yet you should provide a similar treat at another day. It is a good Turkish custom. When you take a Turkish friend out for a drink, you should also keep this custom in mind.

8. Do shake hands with everyone present when entering and leaving a party or when introduced to a group. Shaking hands indicates pleasure and friendliness.

9. Do not let anyone into your house whom you do not know. If he says that he is there "to fix pipes" or, for a similar service, first check him out with the landlord (if living in the same building) or with the "kapıcı" (building attendant).

10. There are two major religious holidays in Turkey: "Şeker Bayramı" and "Kurban Bayramı". During "Şeker Bayramı", you will open your door to find a group of children who will take your hand, kiss the back of it and press it to their foreheads (this is the way in which a youngster shows respect to someone older; even adults perform the same gesture toward people older than themselves instead of shaking their hands). When this happens, you are expected to give something (usually candy) to those children. You may also have the postman, the building attendant (kapıcı) and the night watchman (bekçi) come to wish you "Happy Bayram" during those days. It is customary to give each of them some candy and at least \$1.00 in Turkish money. If you have a Turkish maid or servant, you should also give her/him a special tip and a small present on those days.

TU CULTURAL NOTES

11. Tipping is customary in Turkey. Both men and women are expected to tip for almost every kind of service, even those rendered for a fixed price. Normally, you should tip about 6 (six) to 10%. In a restaurant, you should tip even when a service charge is included.

12. In Turkey, there are very few "genuine" night clubs where a man may comfortably take his wife or girl friend. Although all of those places call themselves "night clubs", most of them offer only male-oriented entertainment; the only women you can see in such places are the ones in the show program. If you plan "a night on the town", check the place out first.

13. The Turkish government permits the duty-free importation by U.S. military and civilian personnel of certain items which are considered "luxury" items in Turkey. Those items and merchandise imported into Turkey for sale by military exchanges remain duty-free only so long as they are owned by authorized persons. If a Turkish citizen acquires such an item, whether by gift or purchase from an authorized person, it is viewed technically as SMUGGLING. Both the exchange customer and the recipient of the subject item risk prosecution. To ensure that these "restricted" items do not illegally change hands, for each individual assigned to Turkey, a list called "BEYANNAME" is maintained by the Turkish customs officials. If such an item is shipped home or sold to another authorized person, the appropriate changes must be reflected on the BEYANNAME list. You will be responsible for every item written on your BEYANNAME; failure to have a current BEYANNAME list when clearing post, may result in delays of up to several months and perhaps legal action. For details, check with the Post Transportation Office upon arrival at your station in Turkey.

14. Do not be afraid to say "no" when you are asked for things from the PX, commissary, etc. Once you start doing such favors, it may be difficult to stop. If you explain the reasons why you cannot comply with such a request, your Turkish friend will understand the legal points behind your refusal and will not be offended.

TU CULTURAL NOTES

15. Do not be unaware of legalities. It is important to know that U.S. military and civilian personnel serving in Turkey are subject to the Turkish Penal Code. Learn about the Turkish laws which may affect you. The agreements negotiated between the Turkish and U.S. Governments outline the procedures which each country must follow in processing violations of the law; virtually in every instance, the Turkish Government retains jurisdiction. You should be aware of the consequences which await any person who falls into the trap of thinking that Turkish laws are strictly for the Turks alone. In particular, laws concerning smuggling and drug abuse are extremely harsh, and by agreement all cases must be turned over to the Turkish authorities for prosecution. If involved in any legal problem, immediately consult your Staff Judge Advocate (SJA). If your station does not have a SJA permanently assigned, the SJA at the nearest station will periodically visit your site to provide legal assistance. Do not deal with a local attorney; there are competent Turkish lawyers in the Staff Judge Advocate's office for your legal protection.

16. If you are interested in hunting, you should know that the official seasons for various kinds of game are established each year by the local Forestry Department, and that they may vary from district to district. Handguns and rifled weapons are prohibited in Turkey; only shotguns are permitted by license. Before you go hunting, check first with your Sportsman's Club or Rod and Gun Club regarding the rules and regulations. A license is required for hunting and may be obtained for a small fee. Your Sportsman's Club or Rod and Gun Club can provide the necessary forms to obtain a hunting license. However, fishing may be done without a license, but only for sporting purposes and in nonprohibited regions; commercial fishing by foreigners carries heavy penalties. Details concerning fishing zones, the minimum sizes of fish to catch, etc., can also be learned through your Sportsman's Club.

17. You are expected to show the same respect for the Turkish flag and National Anthem as you do for your own. Avoid making any gesture or statement which might be considered an insult to, or a comment against, the Turkish Flag, the Turkish National Anthem, or the great Turkish leader of the early twentieth century, "ATATÜRK": the father for all Turks, the founder and the first president of the Turkish Republic. The Turks have a great sense of nationalism and are fiercely proud of their heritage. They hold ATATÜRK in great reverence. They would not tolerate disparagement of their country or its heroes in any way, shape or form. They symbolize their nationalistic pride in the flag, national anthem and ATATÜRK; lack of respect, or inconsideration, might get you into serious trouble.

TU CULTURAL NOTES

18. Do not make any critical or derogatory remarks about Turkey and the Turkish people, in general, even to your closest Turkish friends. While they speak about harsh realities and criticize Turkey among themselves, they will be reluctant to extend the same right to you. They would not like to hear such criticism from a foreigner; as a matter of fact, a Turk cannot take criticism by nature. If someone asks your opinion, be diplomatic!

19. Try not to get involved in discussions about Turkish politics, and do not talk politics socially with your Turkish friends just to impress them. They may take their politics very seriously and with views different from yours. You may find yourself on the wrong side of a heated, even unpleasant, argument.

20. You should remember that Turkish males often greet each other with a hardy hug and a kiss on both cheeks. If it happens to you, know that this kind of greeting is no more than a warm expression of strong friendship. It is also customary for men to walk arm-in-arm or holding hands; these, too, are merely expressions for sincere friendship.

21. Turkish women usually greet each other with a kiss on both cheeks. A man may greet a woman in this way only if he and the woman are closely related. Anyhow, a man should never kiss a woman on the lips in public.

22. Kissing, necking and other overt signs of affection between men and women are also frowned upon in public; a display as such is against the culture and customs of the Turkish society.

23. Do not try to talk to strangers of the opposite sex on the street, even if only to ask directions. Always keep in mind that relations between men and women in Turkey are far less casual than they are in the United States.

24. Never say anything to a Turk that might make him think that you are comparing him with an animal. You may think of an expression, such as "you, sly old dog" as a compliment, but use of nonhuman attributes will mean insult to a Turk. However, "lion" (arслан) and "ram" (koç) are exceptions and often used in complimentary expressions.

TU CULTURAL NOTES

25. When you are sitting and talking with a Turk, do not extend your legs toward him nor put your feet up onto a stand, thus showing the soles of your shoes to his view. In Turkish culture, such an act implies haughtiness and disrespect.

26. Women should never go out in shorts (except for the beach areas and resorts) or with rollers in their hair. If you do so, you will be thought "immodest". Turkish city dwellers are much concerned with "appearance", and show consideration for a person accordingly.

27. In some areas, ladies are socially restrained from going out alone after dark. In such areas, if you want to go out for a late evening stroll and would not like to be disturbed, take someone, preferably a male friend, along with you.

28. Hospitality is one of the cornerstones of the Turkish tradition. Following his religious tenets and natural instincts, the Turk is the most gracious and generous host. From rural areas to urban towns all Turks, even the poorest peasants, feel bound to honor their guests in the best possible manner. Hospitality is taken to such extent that a foreigner often feels overwhelmed. In addition to ensuring his guest's material comfort, the Turk makes every effort to converse no matter what the linguistic barriers might be.

29. You will find there are many interesting and rewarding ways to spend your free time. The Turkish/American Association (TAA), the American Women's Hospitality Group and several other joint organizations, while doing a lot for host nation relations, will help you learn more about your fascinating and complex hosts. If you are a history buff, you are in an excellent place to do a little research into some of the oldest civilizations in the world. Opportunities for travel are always open; there are numerous, excellent tours being offered through various organizations. The Aegean and Mediterranean coasts, which have many well-preserved ruins, are especially recommended; tourist facilities in these areas are also superior to those in other parts of the country.

TU CULTURAL NOTES

30. Customs regulations are applied to foreigners with the utmost tolerance. A verbal declaration is usually enough and luggage is not searched. However, there are only certain items that a tourist can take into Turkey as duty-free: Personal effects, personal sporting equipment (except for firearms), portable radio, portable typewriter, two cameras (providing one of them is 8-mm movie camera), are included among those duty-free items. Valuable items may be registered in the tourist's passport to ensure that they will be taken out of the country. No weapons may be brought into Turkey unless exclusively permitted by the Turkish authorities.

31. There is no limit on the amount of foreign currency that you can bring into Turkey, but only a certain amount of Turkish lira (1000.-TL as of 1978) may be brought into or taken out of the country. You should also keep all the exchange slips for the conversion of your foreign currency into Turkish money. When taking souvenirs out of Turkey, or while reconvertting your Turkish lira into foreign currency, you may be required to present those slips in order to prove that you had your money legally exchanged.

32. No antiques can be exported from Turkey, but you may take or send souvenirs of unlimited value out of the country. However, for carpets, rugs, old fragments of pottery and items as such, a certification from the curatorship of the local museum is required, indicating that the piece in question is not an antique item. Some dealers may provide you with the subject document at the time of sale.

33. You are going to live on a piece of land which has been a cradle for some twenty civilizations throughout milleniums and a bridge, for all times, between the Orient and the Occident; where 8,000 years of history, from the days of the Planet Earth's known oldest Neolithic town (6500 B.C.) on its Anatolian plateau to our time and all early civilizations of that life span mingle together and reflect in the faces of people living there now.

Investigate when something you hear comes to you as strange; especially if it has to do with the Turkish culture and tradition. If you really would like to learn more about your host country, travel as much as is possible for you, spend your time looking beyond the obvious for vestiges of its rich and diversified heritage, and form your own opinions about Turkey and the Turks rather than just listening to hearsay or absorbing your friends' opinions.

Hope you will enjoy your stay in Turkey!

OFFICER RANKS

2nd Lieutenant	Astteğmen
1st Lieutenant	Üsteğmen
Captain	Yüzbaşı
Major	Binbaşı
Lt Colonel	Yarbay
Colonel	Albay
Brigadier General	Tuğgeneral
Major General	Tümgeneral
Lt General	Korgeneral
General	Orgeneral

ENLISTED*

Airman (E-3)	Onbaşı
Sergeant	Çavuş
Staff Sergeant	Üstçavuş
Technical Sergeant	Başçavuş
Sergeant Major (First Sergeant)	Kidemli Başçavuş

*Ranks are as close as I could determine.

If you want to identify yourself as a military person, just say
"hava kuvvetleri askerim."

TURKISH BODY LANGUAGE

Most Americans spend only two years in Turkey, a short time in which to adequately learn the language. This account of common gestures and courtesies may guide the newcomer to Turkey in the art of informal communication with the Turks.

Raising the eyebrows means "no".

Tossing the head up and clicking one's tongue means "no".

Shrugging and turning your open hands palm-upwards means "I don't know".

A downward nod of the head means "yes".

Placing the right hand over the heart means "no, thank you".

Pulling an earlobe or a lock of hair and then knocking on wood is meant to ward off evil.

Biting the lower lip or wagging the index finger means "shame on you".

Rubbing the back of the hand on the cheek means "I don't believe you".

A motion as if pushing one's upper teeth back into place with the thumb expresses fear or great surprise.

Bringing the hand and forearm to near-vertical and touching the fingers to the front part of the head is a "good-bye".

To signal "come", extend your hand palm down and move the fingers from horizontal to vertical several times.

To signal "go away", the gesture is the same, except the upward movement of the fingers is emphasized, as if flipping something off the tips.

Dusting the hands off means "that's all" or "it's finished", or "I've had enough".

Turning the palm upward and bringing the fingertips together with a slight up and down movement of the hand indicates "lovely" or "very nice".

A quick movement of the thumb as though cutting across the index finger indicates "just a little".

Knocking the knuckles on the forehead and then on wood or stone means the person being talked about is "dumb".

Twisting your hand, palm outward, near your head means "he's crazy".

In Moslem countries, the left hand is associated with bathroom functions and is never used for feeding one's self or for handling food. This belief is gradually disappearing in urban areas.

When a joke has not seemed funny to a person, he may pantomime tickling himself and say, "gidi, gidi," which indicates "tickle me so I can laugh".

Making a motion as though you were brushing or plucking something off the collar of your coat means that you are fed up with the person or thing being talked about.

Some Common Turkish Courtesies Follow:

Behavior when seated is important. It is considered very rude if a person exposes the soles of his feet to another or if he assumes a very relaxed position, unless he's with close friends.

Men will often make a woman uncomfortable by their looks (and on public transportation, often with their hands) if she does not sit and dress properly. To avoid such difficulties, avoid crowded buses. Should you be disturbed, you might say, "Lütfen rahatsız etmeyiniz" (Please don't bother me).

When you first arrive as a guest in a Turkish village home or, in the home of less westernized urban Turks, make an attempt to take off your shoes. If the hostess tells you not to (in more westernized homes, this will be the case), you go on into the living room. If the hostess brings you slippers, put them on before entering the living room.

Once you are in the living room, go around the room and greet everyone individually by shaking hands and asking "nasılsınız?" (How are you?). Then, you may ask them how their children are by saying, "Çocuklarınız nasıl?" The hostess sits closest to the door. Eleven o'clock is considered the proper time -- not too early, not too late-- to leave.

When guests arrive near dinner time, they will be asked to stay for the meal. There is a saying for such occasions: "Allah ne verdiyse beraber yeriz" (Whatever God has given us, let us eat together).

The Turks place great importance on position and age. They give their seats to their elders and get up when someone of higher position or who is older enters the room. They do not call such a person by his first name.

Gifts are not opened when given and no remarks are made, like "I brought you a gift", etc. The host might say, "Ne zahmet ettiniz", and you might respond "Rica ederim". The gifts are left on a table rather than being handed directly to the recipient. Turks who have been exposed to Western customs usually open the gifts, however.

Wedding gifts are not customarily taken to the wedding. They may be taken to the newlyweds' home (after honeymoon) or to the parents' home. If it is an office relationship, the gift can be presented at the office.

Coffee, tea, or a soft drink may be offered you by the shopkeepers from whom you are buying. Don't try to pay for the drink, and don't feel obliged to buy something because you accepted it. The gesture is one of hospitality, and not of salesmanship.

In general, vegetable and fruit sellers in the markets don't like their food handled or picked over. Let them choose for you.

As in any culture, the people of Turkey appreciate courtesy and consideration from others, and will usually understand the genuineness of the effort, even when Turkish customs dictate behavior different from that expected in the United States.

LESSON 6
RURAL TURKEY

1. General Background
2. Village Life
3. Rural to Urban Migration
4. Typical Day in the Life of a Villager
5. Crops (cash and subsistence)
6. Education/Goals/Expectations
7. Market Day
8. Change
9. Conflicts
10. Visual Images/Children/Men/Women

LESSON 7, 13 JULY 1979

CUSTOMS

1. Meeting and Talking with Turks

- Try to speak Turkish. (Don't worry about mistakes.)
- When offered tea or coffee, don't try to pay (hospitality).
- Shake hands with everyone present.
- Legs - relaxed
- Don't compare with an animal ("sly old dog").
- Don't make derogatory remarks about Turks. They don't like criticism from foreigners.
- Stay away from politics.

2. Visiting a Turkish Home

- Take flowers (or send within 24 hours).
- Hospitality - every Turk
- Shoes off
- Greet everyone in the living room. How are you?
- Turks place great importance on age. Get up for older people - give seat.
- 11 o'clock is proper time to leave - not too early or late.

SIGHTSEEING AND SHOPPING

Bargaining (Fiatlariniz sabittir)

Don't talk to strangers of opposite sex on streets.

Women greet with kisses on cheek.

Never kiss a woman on the lips in public.

Agree on price before taking transportation.

Don't pick over the fruit - let the dealer help.

Tipping

SLIDES

1. Wedding
2. Guest Room
3. Circumcision
4. Water/Pork
5. Inside the Mosque
6. Accidents
7. Bath/Toilet
8. Kitchen/Village
9. Food

How do Turks see Americans?

cold, rigid
unfriendly
distant in social situations

How do Turks see themselves?

open and friendly

If Americans respond positively to Turks, Turks respond likewise.

Since Turks feel great reverence for religion, for their government,
and their bosses

VISITING A TURKISH HOME

When a Turkish family invites you for dinner at their home, it will be a polite gesture to take some flowers for the hostess on the first invitation; otherwise, send some flowers within 24 hours after the dinner. On subsequent invitations, you may take a bottle of good quality liquor or wine, or something for dessert.

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Eleven o'clock is considered the proper time -- not too early, not too late -- to leave.

SIGHTSEEING AND SHOPPING

Bargaining is a part of life in Turkey, and it happens almost everywhere. But, in most city shops, except for bazaars, the prices are fixed. Some fixed-price shops may have a sign, FIATLARINIZ SABITTIR, "prices are fixed." It is advisable not to buy things such as rugs, brasswork and gold ornaments from merchants whom you do not know, as prices and qualities may vary greatly from one seller to another. If possible, take someone with you who can introduce you to a reliable merchant.

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MEETING AND TALKING WITH TURKS

Try to speak Turkish at every opportunity. Even if you do not feel very comfortable in speaking Turkish, try as hard as you can. Do not be afraid that if you make a mistake or really "mess up" their language the Turkish people will be offended. The simple fact that you are making an effort to speak their native tongue will be considered the highest compliment you can ever pay.

The most common place where men meet to talk are the coffee houses, KAHVEHANE. These establishments serve coffee or tea, and occasionally fruit juices, but no food. Turkish coffee is thick and sweet. They provide newspapers and games such as cards, backgammon, or dice. Only men go to coffee houses; boys aren't allowed in until they are about sixteen. A coffeehouse is often staffed by only three people -- the owner, a waiter, and a busboy. The Turkish equivalent of the American coffee shop is a pastry shop, PASTAHANE. There you can get a light breakfast or lunch, but not dinner.

When your Turkish friend(s) invites you to a place for a drink, or a meal, you should not attempt to pay for your own share or to buy the round of drinks in turns. Let him (them) treat that day; yet you should provide a similar treat at another day. It is a good Turkish custom. When you take a Turkish friend out for a drink, you should also keep this custom in mind.

Do shake hands with everyone present when entering and leaving a party or when introduced to a group. Shaking hands indicates pleasure or friendliness.

When you are sitting and talking with a Turk, do not extend your legs toward him nor put your feet up onto a stand, thus showing the soles of your shoes to his view. In Turkish culture, such an act implies haughtiness and disrespect.

Never say anything to a Turk that might make him think that you are comparing him with an animal. You may think of an expression, such as "you sly old dog" as a compliment, but use of nonhuman attributes will mean insult to a Turk. However, "lion" (arslan) and "ram" (koç) are exceptions and often used in complimentary expressions.

Do not make any critical or derogatory remarks about Turkey and the Turkish people, in general, even to your closest Turkish friends. While they speak about harsh realities and criticize Turkey among themselves, they will be reluctant to extend the same right to you. They would not like to hear such criticism from a foreigner; as a matter of fact, a Turk cannot take criticism by nature. If someone asks your opinion, be diplomatic!

Try not to get involved in discussions about Turkish politics, and do not talk politics socially with your Turkish friends just to impress them. They may take their politics very seriously and with views different from yours. You may find yourself on the wrong side of a heated, even unpleasant, argument.

You are expected to show the same respect for the Turkish flag and National Anthem as you do for your own. Avoid making any gesture or statement which might be considered an insult to, or a comment against, the Turkish Flag, the Turkish National Anthem, or the great Turkish leader of the early twentieth century, "ATATURK": the father for all Turks, the founder and the first president of the Turkish Republic. The Turks have a great sense of nationalism and are fiercely proud of their heritage. They hold ATATURK in great reverence. They would not tolerate disparagement of their country or its heroes in any way, shape or form. They symbolize their nationalistic pride in the flag, national anthem and ATATURK; lack of respect, or inconsideration, might get you into serious trouble.

TERRORISM

by

Capt Doug Menarchik

The present republican form of Turkey is only a recent political phenomenon. But Turks were the world's intellectual leaders when Europe was recovering from the Dark Ages, a major world power in 1520 that rivaled (and I contend surpassed) the far-ranging European empire of Philip II of Spain. Turks were at the gates of Vienna as late as 1683. Turkey is far poorer than the wealthy industrialized states of the 20th century, but much richer than the poorer Third World nations. Turk is a name in Western literature associated with cruelty, barbarism, the infidels of the East. Martin Luther prayed to be delivered from "the world, the flesh, the Turk, and the Devil." Lord Action stated that "modern history begins under the stress of the Ottoman Turkish conquests." Even in the Mideast, the term is associated with cruelty. The Kashgari Apocrapha of the Koran states that Allah said: "I have called up a host from the East called Turk. I will deliver you unto them if you do not obey me."

73% attacks against non-Turkish targets

30 terrorist attacks against foreign interests in Turkey

24 against US

11	DoD	Ankara	11
5	State	Istanbul	8
3	US Business	Izmir	4
2	T-Am Assoc	Adana	4
1	USIS		
1	USICA		

About 3,700 US military personnel in Turkey

Terrorism in Turkey had its genesis in the student riots of the 1960s. Clashes between leftist and rightist students occurred between 1969-71 when 21 were reportedly killed. The leftists became more violent and anti-American. In January 1969, Ambassador Komer's car was burned at the Middle East University in Ankara, US military headquarters were bombed in February 1969 in protest of the US 6th Fleet visit to Istanbul, and 13 American sailors were injured at the 6th Fleet visit to Izmir. What began as a limited sortie against an outmoded authoritarian system ended as a series of forays into areas with political implications. Included were the Cyprus question, NATO affiliations, US military tenure, and port calls by US Naval vessels.

With this politicization process it became increasingly apparent that a polarization had taken place between anti-government students on the left and pro-government students on the right. With this polarization and a corresponding emphasis on political ideology, like-minded students began to formally organize.

The organization responsible for this early political unrest is Dev Genc (gench). It was established in 1969 as a political umbrella organization for several revolutionary youth groups. It consisted primarily of university students who espoused a Marxist ideology and who wanted to replace the bourgeois consciousness of Turkish society with a socialist revolutionary one. It was essentially xenophobic, anti-American, anti-Israel, and pro-Arab.

Disputes over ideology and tactics divided the Dev Genc into theorists and activists and three factions emerged: one faction, led by Mihri Belli, advocated a philosophy of revolution which was dependent

upon the alliance of peasants and working class; a second faction advocated a socialist view in which revolution was based upon the urban proletariat. A third faction was the Maoist, which saw only the Turkish peasantry as a power base.

Because of the political unrest in Turkey, the Turkish military intervened into civilian politics, forced a puppet government to declare martial law and outlawed Dev Genc in 1971. Dev Genc was essentially broken up by mass arrests at this time.

However, out of the remnants who remained free, three offshoot organizations were founded. All three of these new organizations advocated terrorism as a means of realizing revolutionary goals.

The Turkish People's Liberations Party (TPLP), led by Mahir Cayan and Ertugrul Kurkcü, was Marxist-Leninist in orientation but ideology did not play an important role in this action-prone organization. TPLP's base of operations was centered around the Metuat Ankara and in Istanbul.

TPLP's first notable action was in May 1971 when an operative cell kidnapped Israeli Consul-General Elrom in Istanbul. This cell demanded the release of all imprisoned revolutionaries, but, when the Turkish government refused, the Israeli was executed. The action was considered a quid pro quo for Palestinian training furnished to former Dev Genc members who were under the mantle of the TPLP.

In March 1972, TPLP kidnapped and then executed three NATO technicians in Kizildere near the Black Sea. The operations were uncovered by Turkish security forces however and ten TPLP members were killed in the ensuing action. Kurkcü survived, was taken captive and not heard from again. TPLP initiated a spinoff action in retaliation for Kizildere.

May 1972 and attempted an assassination of the Commander of the Gendarmerie and in October 1972 hijacked a Turkish Air Lines plane to Sofia, Bulgaria.

A second group, the Turkish People's Liberation Army (TPLA), led by Denis Gezmis and Kusuf Arslan, and consisted of approximately 500 members in 1971 when it severed ties with Dev Genc for being too moderate. TPLA is an action-oriented organization in the urban guerrilla mold, espousing a negative ideology: anti-imperialist, meaning anti-US and anti-USSR, anti-capitalist, anti-NATO, anti-CENTO. It claims a revolutionary and nationalistic ideology.

Its base of operations was at Metu in Ankara. Its earliest actions were anti-American. In February 1971, TPLA kidnapped a US security policeman who was held for 17 hours and released. In March 1971, TPLA kidnapped four USAF airmen working at TUSLOG and demanded a \$400,000 ransom. During an ensuing Metu campus riot, a search was conducted, frightening the airmen's captor who escaped in the confusion. Gezmis and Arslan were captured and executed in May 1972. In December 1972, 28 members were arrested, destroying the nucleus of hard core activists, but TPLA reorganized from within the Turkish prisons with outside support.

TPLA members have received training from PDFLP and other Palestinian fedayeen groups and received training in East Germany.

The third group that devolved from the Dev Genc in 1970 was the Proletarian Revolutionary Enlightenment (PRE), led by Dogu Perincek. Its action arm is called the Turkish Revolutionary People's Workers and Peasants Party, TRPWPP. Ideologically, the PRE considered itself the vanguard of international communism with a Maoist interpretation of Marxism-Leninism. It considered the Turkish Communist Party as revisionist

and the TPLA and TPLP as too influenced by anarchism. PRE initially rejected the use of terrorism during its formative stages. PRE believes that the revolution must come from the masses, that TPLA and TPLP's urban terror tactics are aimed at the wrong targets, that they are too elitist, too bourgeois and exhibit contempt for the masses from whom PRE believes the real revolution would spawn.

PRE used China and Albania as models, with a division of labor between the national decision-making cells, further subdivided into regional and local cells, each of which have operational and intelligence cells. The nucleus of the organization was decimated in May 1972 with the mass arrests of 100 members, but the Turkish security forces believe that PRE is the best organized and best disciplined of the revolutionary groups in Turkey. TRPWPP has established liaison with the Black Tulip organization whose objective is to create an independent nation of three million Kurds living in eastern Turkey. TRPWPP has ties and received training from the Fatah, PFLP, and PDFDP fedayeen organizations.

Now, what were some of the effects of terrorism in the early 1970s on the Turkish government. On 12 March 1971, four days after the release of US personnel kidnapped, the military issued an ultimatum to the Turkish government. The ultimatum stated that "the government allowed the nation to be led into anarchy, fratricidal strife and social and economic unrest," and that the armed forces would take control of the administration of the state unless domestic turmoil ended and reforms were quickly instituted.

The civilian government complied with the Turkish military's demands and established an "above politics" government, which, on 26 April 1971

declared martial law as an all-out campaign against the political extremist on the left and right. From April 1971 to April 1972, 2,050 Turks were detained and of these, 687 were convicted.

In 1971, the Turkish Constitution was amended, limiting the freedoms given to the universities, the press, radio, TV, and labor unions.

But, when martial law was lifted in October 1973, violence again erupted, and the situation was further exacerbated in July 1974 when an Amnesty Law released hundreds of political prisoners. All 154 members of the Dev Genc indicted in 1971-2 were freed.

Although a partial martial law was imposed after the 1974 Cyprus invasion, the increased liberalism in the post-1974 period saw the formation of the Turkish Labor Party in February 1975 and the Turkish Socialist Party in May 1975. Dev Genc was revitalized as the RYU, the Revolutionary Youth Union, a strong leftist youth organization. TPLA remnants revived their cells, and in November 1974 robbed a bank in Adana, robbed another bank in Ankara in May 1975 and forced a police seige on a TPLA hideout at Gaziantep along the Syrian border in June 1976, resulting in the death of several police and TPLA terrorists.

Since 1974, a wave of anti-Americanism impacted on the Turkish scene in retaliation to the perceived anti-Turk attitudes of the American policy on Cyprus and the ensuing arms embargo. On 28 January 1976, the Mhremba Palace, a USAF transient family housing quarters in Ankara was bombed with 15-20 kilograms of TNT, the AAFES Exchange was taken over temporarily in Izmir in 1975, a bomb was thrown at the US Consulate in Istanbul in March 1975, and in October 1975 the Ankara Officer's Open Mess was bombed. And there is no end in sight.

In August 1975, TPLA and TPRWPP apparently merged into the TRA, the Turkish Revolution Action cell, which then formed legal groups to coordinate strategy. It consists of 100-300 activists and 300-400 cells. Turkish security forces have not yet been able to penetrate it.

TURKEY

CHRONOLOGY OF EVENTS (International Relations)

Tripolitanian War 1911-1912

Balkan Wars 1912-1913

World War I 1914-1918

War of Turkish Independence 1919-1923 National Pact 1920

Establishment of the Turkish Republic October 29, 1923

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1923 Treaty of Lausanne Exchange of population with Greece

1925 Treaty of Neutrality & Friendship with Soviet Union

1926 Settlement of the Mosul controversy

1930 Treaty of Friendship with Greece

1932 Turkey joined the League of Nations

1934 Balkan Entente

1936 Montreux Convention

1937 Saadabad Pact

1938 Republic of Hatay (Alexandretta) Iskenderun

1939 Hatay voted to become a province of Turkey

1939-42 Turkish Policy of Neutrality

1939 Treaty of Mutual Assistance with Great Britain and France

1941 Pact with Germany

1941 U.S. Lend-Lease aid to Turkey

1943 Adana Conference

1944 Turkey became a non-belligerent power and broke
diplomatic relations with Germany, Aug. 2, 1944,
Japan, Jan. 3, 1945

TURKEY

- 1945 Turkey declared war on Germany and Japan on Feb. 23, and thus was able to adhere to the U.N. declaration. Turkey signed U.N. declaration Feb. 24, 1945
- Soviet Union denounced its 1925 treaty of neutrality and friendship with Turkey, March 19, 1945
- 1946 Soviet note regarding the Turkish Straits (followed by a series of notes by interested powers)
- 1947 Truman Doctrine. U.S. aid to Turkey and Greece, March 12, 1947
- 1950 Turkey was first country to respond to U.N. appeal for troops to Korea (August 1950).
- 1952 Turkey joined NATO (full member Feb. 18, 1952)
- 1955 Baghdad Pact (known as CENTO after Aug. 19, 1959)
- Deterioration of Greco-Turkish relations due to Cyprus crisis
- 1956 U.S. extended guarantees to individual member states of Baghdad Pact, Nov. 29, 1956
- 1957 Eisenhower Doctrine
- 1958 Turkey endorses U.S. decision to land marines in Lebanon (July 15) and U.S. troops landed in Adana on way to Beirut (July 17)
- A series of Soviet notes threatening Turkey and insisting in removal of U.S. bases in Turkey failed to intimidate Turkey (July 28)
- 1959 Zurich (March 11) and London (March 19) Agreements regarding Cyprus
- 1960 Republic of Cyprus established (Aug. 16)
- 1961 Turkey tries to develop closer relations with Arab States
- 1963 Flareup between Greek and Turkish Cypriots as Makarios tries to abrogate Constitution guaranteed by 1960 Treaty (Dec. 21)
- 1964 President Johnson Letter, June 5, 1964 (released in 1966)
- U.N. assumed responsibility to maintain peace in Cyprus (March 1964)
- Aug. 8, Turkey limited air strike against Greek military targets destroying last-ditch resistance of Turkish-Cypriot on island

TURKEY

- 1967 General Grivas attacked Turkish Cypriots in Ayios Theodhorus and Kophinou killing 27 and wounding 8. (Nov. 19) Nov. 18, Turkish jets flew over Cyprus and invasion force was ready, but crisis resolved Nov. 28. In 1968 communal talks resumed between Dentktas and Clerides
- 1974 New Cyprus crisis (see next page)

1963-1964 CYPRUS CRISIS

- Nov-Dec 1963 Makarios proposed amendments to Constitution which Turks feared prepared foundation for enosis. Makarios' 13-point proposal (among other things proposed abolition of veto power of Turkish-Cypriot Vice President). Proposal was rejected by Turkish-Cypriots and Ankara since they were contrary to existing Treaty Agreements.
- Dec 1963 Fighting started just before Christmas 1963, and Makarios ignored Turkish-Cypriot rights since that time
- March-April 1964 U.N. peace-keeping force sent to Cyprus
- Greece landed troops surreptitiously and began systematically to destroy Turkish-Cypriot community
- June Turkish-Cypriots appealed to Ankara for help. Turkey decided to land troops, a right guaranteed by the Treaty Agreements, but on June 5, 1964 U.S. advised Turkey not to invade Cyprus.
- August Greeks continued to attack Turkish-Cypriot community so that on August 8, 1964 a limited Turkish air strike against military targets ended the fighting for the time being.
- June 5 President Johnson's 1964 letter to Turkey warned Turkey that in case of an attack on Turkey, NATO would not come to Turkey's aid. Turkey infuriated as no similar note sent to Greece which had started the fighting. (*)

The Johnson letter was kept secret to 1966.

- (*) For full text of correspondence between President Johnson and Prime Minister Inonu, June 1964, as released by White House, January 15, 1966, see Middle East Journal, Vol. XX, No. 3, Summer 1966.

(The June 5 Johnson letter read in part:

"I hope you will understand that our NATO allies have not had a chance to consider whether they have an obligation to protect Turkey against the Soviet Union if Turkey takes a step which results in Soviet intervention without the full consent and understanding of its NATO allies.")

CYPRUS CRISIS 1967

1967 Crisis

On November 15, 1967, General Grivas attacked the Turkish Cypriots in Ayios Theodorus and Kophinou killing 27 and wounding 8. The UNFICYP personnel were disarmed and were helpless spectators of the Greek assault.

Further killing of Turks was averted by Turkey's threat to go to war. On November 18, Turkish jets flew over Cyprus and invasion force was ready.

On November 22, President Johnson sent former Deputy Secretary of Defense Cyrus Vance to Turkey, Greece, and Cyprus.

On November 28 the Greek Junta agreed to comply with the Turkish demands which were:

- 1) Recall of General Grivas.
- 2) The recall (within 45 days) of the 12,000 Greek Army personnel, illegally infiltrated into Cyprus.
- 3) The disbanding of the 30,000 Greek Cypriot National Guard.
- 4) Compensation for Turkish Cypriot victims in Ayios Theodoros and Kophinou.
- 5) The widening of the powers of the UNFICYP until a permanent agreement is reached on the Cyprus crisis.

Turkey in return agreed to:

- 1) Remove two hundred Turkish troops on Cyprus over the 650 men permitted by the Zurich-London Agreements.
- 2) Dismantle the Turkish invasion force in Mersin and Iskenderun.

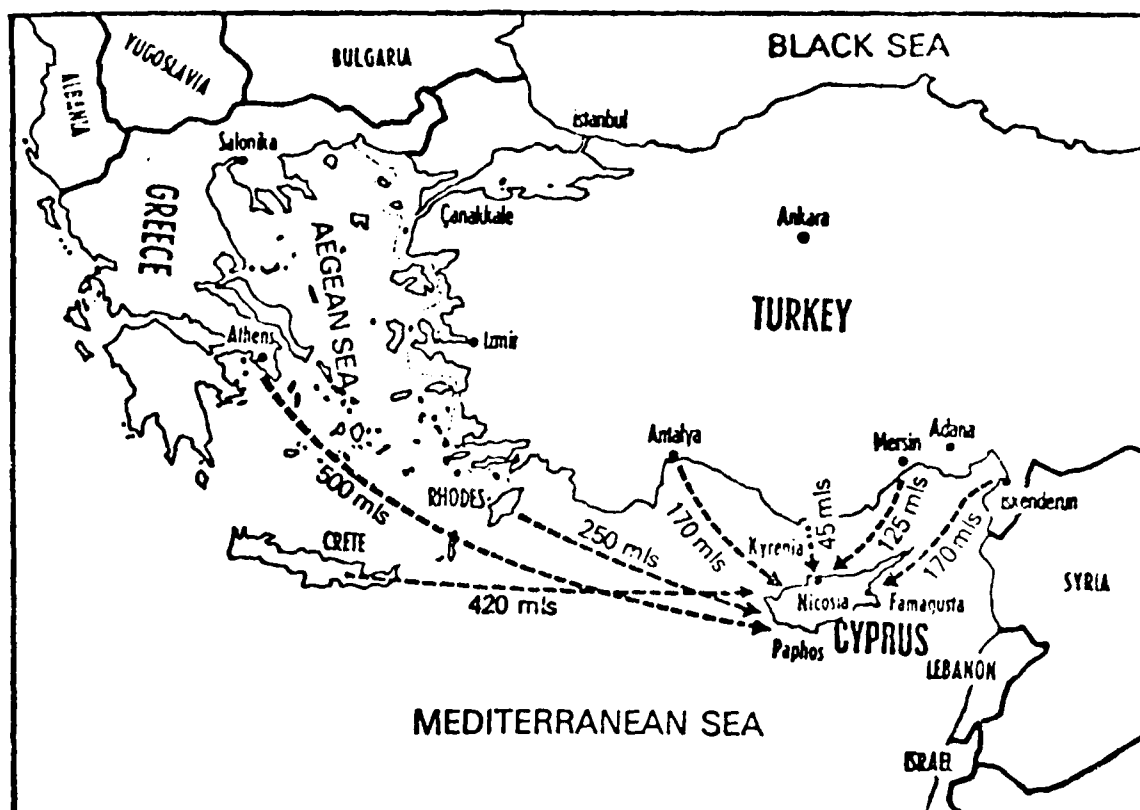
The crisis was resolved. 1968, communal talks started Clerides - Denktas lasted to 1974.

CYPRUS 1974

- July 15 Greek Junta overthrew Makarios, who flees. Junta tries to annex island (enosis)
- July 20 Turkey lands troops in Cyprus in conformity with 1960 Treaty of guarantee to protect Turkish Cypriots
- July 23 Glafkos Clerides replaced Sampson
- Aug 15 U.N. cease-fire. Greeks reject cantonal system proposed by Turkish Foreign Minister Gunes
- Nov 8 Students demonstrate in Turkey. Kissinger visit to Turkey cancelled Nov 7.
- Dec 3 Makarios returns to Cyprus

CYPRUS 1975

- Jan 8 Rauf Denktas - Glafkos Clerides resume talks
- Jan 21 Foreign Minister Melih Esenbel proposed two-zone federation, with central government having limited powers
- Jan 30 Turkey reduces troops in Cyprus by 1,000. Studying Greek proposal to submit Aegean Sea dispute to World Court
- Feb 5 U.S. cut off aid to Turkey. Imposes embargo.
Turkey cancels talks with U.S.
Breakup of communal talks
- Feb 13 Turkish Cypriots proclaim separate state. New constitution drafted, geographically base bi-regional federation, Feb 26
- Feb 26 Turkey does not participate in NATO exercises
- May-June Geneva talks inconclusive (May 19, 41-40 vote in U.S. Senate to resume sales of arms to Turkey)
- June 17 Turkey advised U.S. that status of U.S. bases in Turkey will be re-examined if U.S. military embargo against Turkey is not lifted by July 17. July 19 new 4th Army formed "Aegean Army."
- July 24 U.S. Congress voted 223 to 206 not to lift embargo
- July 25 Turkey ordered suspension of all activities at U.S. bases in Turkey, except Incirlik joint defense installations which is "reserved for NATO tasks alone."
- July 31 Turkey rejected President Ford's offer of \$50 million in emergency military assistance
- Aug 2 Prime Minister Demirel told press conference that 1969 bilateral defense agreement between Turkey & U.S. was ended. Existing joint defense agreements had lost their legal validity.



CYPRUS: VITAL STATISTICS

Total Area : 3,572 square miles
 Population : 650,000
 Greeks : 520,000 (app.)
 Turks : 120,000 (")
 Other : 10,000 (")
 Capital : Nicosia (Lefkoşa)

BRIEF CHRONOLOGY

1571 : Turks Conquer Cyprus from Venetians
 1878 : Turkey turns over the administration of Cyprus to Britain
 1919 : Britain proclaims Cyprus a Crown Colony
 1945 : Greeks start the ENOSIS movement on the Island
 1954 : Makarios and Grivas form the EOKA terrorist organization and terrorism starts in Cyprus
 1955 : First Cyprus Conference in London (Turkey, UK and Greece)
 1957 : Cyprus question discussed at the UN
 1958 : Zurich-London Agreements for establishment of an Independent Cyprus signed
 1960 : Constitution of Cyprus is promulgated and Republic of Cyprus proclaimed
 1960 : Makarios is elected President, Dr. Küçük is elected Turkish Vice-President

1963 : Makarios attempts to revise the Constitution unilaterally
 1963/64 : Massacres and attacks against Turks.
 1964 : UN Peace Force sent to Cyprus
 1964 : Turkish Jets fly over Cyprus to stop Greek attacks on the Turkish Community. Turkey refrains from military action
 1967 : Greeks attack Turkish villages and Turkey refrains from military action, when Greece agrees to withdraw illegal forces from Cyprus
 1968 : Intercommunal Talks start
 1971 : Grivas secretly returns to Cyprus and forms the EOKA-B terrorist organization
 1974 : Premier Ecevit proposes Federation; Makarios refuses
 1974 : July 15 : The Greek Government stages a coup against Makarios
 July 20 : Turkish Armed Forces land in Cyprus
 July 22 : Cease-Fire
 July 25-30 : First Geneva Conference
 Aug. 8-13 : Second Geneva Conference
 Aug. 14 : Turkey resumes military operations
 Aug. 16 : Cease-Fire

CHRONOLOGY OF EVENTS (Economic and Social)

- 1923 Izmir Economic Congress sets broad objectives of the new Turkey's economic policies.
- 1924 Is Bankasi (Business Bank), Sanayi ve Maden Bankasi (Bank for Industry and Mining) established.
- 1926 New western-type Civil Code, Penal Code, Commercial Code adopted and dress and headgear changes introduced.
- 1927 Ataturk's famous Speech to the Grand National Assembly explaining his modernization reforms. GNA adopted law to encourage industry.
- 1928 Separation of State and Religious affairs - secularism.
- 1932 Formation of Halkevi (People's Houses), lasted to 1951.
- 1933 Second phase of economic development based on etatism (1933-1950). Sumer Bank - formed to direct industrial development. First Five-Year Plan (1933-1938) aimed at making Turkey self-sufficient.
- 1935 Eti Bank established to direct mining and electrical development.
- 1937 The Six Arrows (principles of Republican People's Party)
1) republicanism, 2) nationalism, 3) populism, 4) etatism,
5) secularism, 6) reformism.
- 1939 A Four-Year Plan (1939-1943) for development of a number of specific enterprises hampered because of advent of World War II.
- 1940 Koy Enstitusu (Village Institutes) lasted 1940-1954.
- 1944 Yapi ve Kredi Bankasi (Construction and Credit Bank)
- 1945 Land Reform Law (amended 1950).
- 1947 Truman Doctrine, beginning of U.S. aid.
- 1949 Commission of Istanbul Merchants Association formed to encourage private enterprise.
- 1950 April, Law for the Encouragement of Foreign Capital Investment. June, the Industrial Development Bank established to provide funds for private investment. State Enterprise (Law 3460)
- 1951 IBRD mission to Turkey report. August 5, Investment Law to Encourage Private Foreign Investment.
- 1954 A more liberal Foreign Investment Encouragement Law and mining law introduced.

- 1955 Inflation increases and chronic balance of payments problems start.
- 1958 In addition to U.S. economic and military aid, \$399 million was made available by the U.S., IMF, OEEC, and EPU for economic stabilization aid.
- 1960 Sept 30, State Planning Organization, Law 91.
- 1961 Articles 41 & 129 of 1961 Constitution called for the establishment of a State Planning Organization to guide development.
- 1962 Aug. First Five-Year Plan discussed. Launched March 1, 1963.
- 1963 First Five-Year Plan (1963-1967). This was to have been a 15 year plan divided into 3 five-year stages. Pop. growth rate 2.9%, economic growth of 7% was determined as target (target nearly achieved).
- 1968 Second Five-Year Plan (1968-1972).
- During the First and Second Plan period the traditional strategy of modernization and industrialization in a mixed economy was pursued vigorously.
- 1973 Third Five-Year Plan (1973-1977).

Note: During 1950-1972, pattern and pace of growth was as follows:

Since 1950 Turkey's economy has grown at an accelerating pace and has undergone substantial transformation.

GDP increased by a trend growth rate of 5.7% per year on average with agriculture growth at 3.3%, industry 7.2% and services 7.1%. The per capita GNP rose from \$230 in 1950 to \$420 in 1972, and \$440 in 1973 (in 1972 dollars).

During the plan period GDP at market prices grew at 6.6% per year and GNP at 6.9% per year.

Rapid industrialization led to a substantial structural change in the economy. The share of agriculture in GDP (at current factor cost) declined from 48% in 1950 to 28% in 1972, and share of industry increased from 13% to 23%, while services rose from 39% to 49%.

Source: A World Bank Country Economic Report. Turkey: Prospects and Problems of an Expanding Economy, Washington, February 1975.

GNP at current prices, \$31.06 billion (1974)
 GNP at constant 1968 prices, \$12.36 billion
 Per capita GNP at current prices, \$788.
 Population: 39.46 million

Source: Foreign Economic Trends, Turkey. U.S. Dept. of Commerce, December 1974.

Excerpts from Prime Minister Inonu's
Answer to the Letter from President
Johnson concerning the Cyprus Affair
14 June 1964

"We have, upon your request, postponed our decision to exercise our right of unilateral action in Cyprus conferred to us by the Treaty of Guarantee."

The Prime Minister explained further that since the renewed outbreak of violence in Cyprus his government had consulted the US several times. He listed the various occasions when such consultations had taken place and said that he had received no answer when requesting support for military action. He dwelt at length on the breach of international agreements committed by the president of Cyprus, Makarios, and by the Greek government. He then wrote:

"I put it to you, Mr. President, whether the US Government which has felt the need to draw the attention of Turkey to her obligation of consultation, yet earnestly and faithfully fulfilled by the latter, should not have reminded Greece, who repudiates Treaties signed by herself, of the necessity to abide by the precept 'Pacta sunt servanda' which is the fundamental rule of international law."

"The part of your message expressing doubts as to the obligation of NATO allies to protect Turkey in case she becomes directly involved with the USSR as a result of an action initiated in Cyprus, gives me the impression that there exists between us a wide divergence of views as to the nature and basic principles of the North Atlantic Alliance. I must confess that this has been to us the source of great sorrow and grave concern. Any aggression against a member of NATO will naturally call from the aggressor an effort of justification. If NATO's structure is so weak as to give credit to the aggressor's allegations then it means that this defect of NATO needs really to be remedied. . . . If NATO members should start discussion of the right or wrong of the situation of their fellow member victim of a Soviet aggression, whether this aggression was provoked or not and if the decision on whether they have an obligation to assist this member should be made to depend on the issue of such a discussion, the very foundations of the Alliance would be shaken and it would lose its meaning."

Excerpts from President Johnson's
Letter to PM Inonu on 5 June 1964 (Cyprus)

The president expressed "grave concern" over the contemplated invasion and did not find it "appropriate" to be presented with a "unilateral" decision. He called attention of the Turkish prime minister to the NATO obligations which do not allow member countries to wage war on each other, and to the possibility of a direct involvement by the Soviet Union. Here the president significantly added: "I hope you will understand that your NATO allies have not had a chance to consider whether they have an obligation to protect Turkey against the Soviet Union if Turkey takes a step which results in Soviet intervention without the full consent and understanding of its NATO allies."

"I wish also, Mr. Prime Minister, to call your attention to the bilateral agreement between the US and Turkey in the field of military assistance. Under Article IV of the Agreement with Turkey of July 1947, your government is required to obtain US consent for the use of military assistance for purposes other than those for which such assistance was furnished. Your government has on several occasions acknowledged to the US that you fully understand this condition. I must tell you in all candor that the US cannot agree to the use of any US supplied military equipment for a Turkish intervention in Cyprus under present circumstances."

Plans for intervention had been given to the US ambassador in confidence, and the President also referred to this indicating he would not keep this confidence:

"You have your responsibilities as Chief of the Government of Turkey; I also have mine as President of the US. I must, therefore, inform you in the deepest friendship that unless I can have your assurance that you will not take such action without further and fullest consultation I cannot accept your injunction to Ambassador Hare of secrecy and must immediately ask for emergency meetings of the NATO council and of the United Nations Security Council.

ATTACHMENT 7

POLITICAL, HISTORICAL, ECONOMIC AND SOCIAL MOSAIC OF TURKEY

Turkey is strategically important to U.S. national security objectives because of its location, association with the European Economic Community (EEC), and membership in the North Atlantic Treaty Organization (NATO). It straddles the Bosphorus, Sea of Marmara, and the Dardanelles. Hence, Turkey legally controls access from the Mediterranean to the Black Sea. Also, Turkey shares a land border with the USSR in Asia and Bulgaria in Europe. This provides an ideal location for monitoring Soviet offensive activities. Further, military evidence of Turkey's link to the Western Bloc, and hence U.S. interest, is in its membership in NATO. Turkey is the strongest military power in the area and could become a major battlefield in a Russian drive for the oil fields. Finally, Turkey is an associate member of the EEC, an organization whose impact on the American economy is well known.

At the end of World War II, Turkey and the U.S. faced a common threat--the Soviet Union. Mr. Joseph Stalin wasted no time feeling out the United States commitment to defend post-war Europe. He probably felt his demands to partly control the Turkish Straits and some of Turkey's eastern provinces would be successful. To his surprise, at the request of Turkey, the U.S. offered assistance. The Turks turned toward the U.S. because it was viewed as the most powerful democracy in the world. President Truman offered aid and protection under the Truman Doctrine. Billions of dollars in military and economic aid have gone to Turkey since then. U.S./Turkish ties

were very close during the '50s. Turkey quickly sent troops to Korea at the United Nations' request and reinforced economic and political connections with the West.

The 1960s were difficult for Turkey, primarily because of Cyprus, but also because of internal political, economic, and social problems. The difficulties Turkey faces today were incubated during the 1963 and 1967 crises and became full grown with the 1974 invasion of Cyprus by Turkey. The Turks became very suspicious of U.S. motives.

Today, Turkey is a developing country with an area about one-tenth the size of the continental U.S. and over 45 million people, 99 percent of whom are Moslem, mostly Sunni. About 90 percent of the population is Turkish, with minorities of Kurds, Armenians, Greeks, Arabs, Jews, Circassians, Georgians, and Lazis. Illiteracy, around 40 percent, is high, although village schools are now available throughout the country. Life expectancy is about 58 years. Agriculture is the basis of the economy, employing over 60 percent of the work force.

Over the past two decades, events such as cessation of opium poppy production, the Cyprus invasion, the arms embargo, and the movie "Midnight Express" have contributed to a less than cordial relationship between the U.S. and Turkey. At the same time, Turkey has experienced political instability, economic deterioration, high inflation, high unemployment, dissatisfaction and resentment expressed by Kurds and other ethnic minorities, tremendous population

growth, conflicts with internal migration, increasing leftist influences. Today, Turkey is undergoing the most serious threat to its sovereignty it has experienced since the 1961 military coup, and maybe since 1944. Following the events in Iran, a loss of Turkey as a U.S. ally could greatly hinder the security of Western nations.

Turkey's instability can be viewed economically, socially, and governmentally. Economically, the deterioration has been the result of slow growth, high inflation, high balance of trade deficit, high ratio of agricultural employment, high cost of maintaining large military forces, high unemployment and underemployment, and reduction of Turkish workers to the EEC countries. Economics have led to social unrest.

Socially, the population explosion, migration to the cities, return of workers from Western Europe with higher expectations, religious conflicts between Sunni majority and Kurdish Shi'ite minorities, and lack of and disparities between social amenities are frustrating the people. Social discontent breeds change, sometimes violent change. Hence, the frequent violent fights throughout most Turkish cities. Social unrest also affects a government.

Up until the September 12, 1980 military coup the government was very unstable. It faced the threat of rising Kurdish nationalism and separateness, a weakening of Arab support because of recognizing Israel, clashes between leftists and rightists, imposition of

martial law in many provinces, and frequent natural disasters.

Turks look to the government to solve the economic and social crises. Unfortunately, the government is weak and is only a coalition of parties, with no single party majority.

Another serious social and economic impact on Turkey resulted from the U.S. congressional decision to cut off aid to Turkey in early 1975 following the July 20, 1974 invasion by Turkey in Cyprus. The reasons for the invasion have been expressed in numerous books and articles, but basically the Turks felt it necessary to protect the Cypriot-Turk minority on Cyprus. The congressional action was a classic example of how lobbyist and special interest groups can override the legislative branch and neutralize the power of two presidents.

T U R K E Y:

A C O U N T R Y P R O F I L E

Office of U.S. Foreign Disaster Assistance
Agency for International Development
Washington, D.C. 20523

TURKEY: A COUNTRY PROFILE

prepared for

The Office of U. S. Foreign Disaster Assistance
Bureau for Private and Development Cooperation
Agency for International Development
Department of State
Washington, D. C. 20523

by

Evaluation Technologies, Inc.
Arlington, Virginia
under contract AID-otr-C-1555

The profile on Turkey is one in a series designed to provide base-line country data in support of the planning, analysis and relief operations of the Office of U. S. Foreign Disaster Assistance (OFDA). Content, scope and sources have evolved over the course of the last three years, and no doubt will continue to do so. The relatively narrow focus is intentional. To avoid redundancy, some topics one might expect to find in a "country profile" are not covered here.

If the information provided can also be useful to others in the disaster assistance and development communities, so much the better. Every effort is made to obtain current, reliable data; unfortunately it is not possible to issue updates as fast as changes would warrant. A cautionary note, therefore, to the reader: statistics are indicators at best, and if names and numbers matter, the bibliography will point to a current source.

We invite your comments and corrections. Address these and other queries to OFDA, AID, as given above.

April 1976

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GEOGRAPHIC CODES

AID STANDARD	277
STATE REGION	EUR
FIPS	TU

COUNTRY NAMES

LEGAL - REPUBLIC OF TURKEY
LOCAL - TURKIYE CUMHURİYETİ
SHORT - TURKEY

ETHNIC AND SOCIOCULTURAL GROUPS

90% OF THE POPULATION IS TURKISH, 7% KURDISH. ARMENIANS, GREEKS, ARABS, JEWS AND VARIOUS CAUCASIAN PEOPLES CONSTITUTE SMALLER MINORITIES.

IMPORTANT TURKISH GROUPS ARE ANATOLIAN, PEASANTS OF CENTRAL ASIATIC TURKEY; RUMELIAN, IMMIGRANTS FROM FORMER BALKAN TERRITORIES; TURKIC, TRIBESMEN FROM CENTRAL ASIA.

2-3 MILLION KURDS LIVE MOSTLY IN EAST AND SOUTHEAST, ALONG BORDERS WITH IRAQ, IRAN. TRIBAL INFLUENCE CONSIDERABLE. NOMADS MIGRATE SEASONALLY ACROSS NATIONAL BORDERS.

300,000 ARABS LIVE MOSTLY ALONG SYRIAN BORDER, ESPECIALLY IN HATAY PROVINCE. TRIBES IMPORTANT.

70,000 CIRCASSIANS AND 55,000 GEORGIANS, 30,000 LAZIS (ALL MUSLIM) ARE SETTLED IN THE NORTHWESTERN AND NORTHEASTERN PROVINCES RESPECTIVELY.

70,000 GREEKS, 69,000 ARMENIANS, 30,000 JEWS LIVE IN ISTANBUL AREA.

LANGUAGES

LANGUAGE	% OF POPULATION 1965
TURKISH.	90.1
KURDISH.	7.1
ARABIC	1.2
GREEK	0.2
CIRCASSIAN	0.2
ARMENIAN	0.1
GEORGIAN	0.1
LADINO & YIDDISH	N.A.*
LAZI	0.1
OTHER.	1.0

*NOT AVAILABLE

RELIGIONS

98% OF POPULATION IS MUSLIM; OF THE REMAINDER, 205,000 ARE CHRISTIAN, 30,000 JEWISH. SUNNI MUSLIMS, THE DOMINANT SECT, ARE SUPPORTED, AND THEIR INSTITUTIONS ADMINISTERED, BY THE GOVERNMENT. ABOUT 5 MILLION ALEVIS (SHIITE MUSLIMS) LIVE PRIMARILY IN THE MOUNTAINS OF EAST ANATOLIA. SUFISM (MYSTICAL ISLAM) AND VENERATION OF SAINTS POPULAR IN VILLAGES; DERVISH ORDERS, OTHER UNORTHODOX PRACTICES, IMPORTANT IN KURDISH AREAS. THROUH PERSECUTION IS NO LONGER SANCTIONED, IN THE POPULAR MIND, A TRUE TURK IS A SUNNI MUSLIM. RELIGION UNIFIES AND DIVIDES TRIBAL GROUPS IN PARTICULAR.

OFFICIAL HOLIDAYS

NEW YEARS DAY.	JANUARY 1
COURBAN BAIRAM*(END OF HAC MONTH)	FEBRUARY 6 -9
NATIONAL HOLIDAY	APRIL 23
SPRING HOLIDAY	MAY 1

OFFICIAL HOLIDAYS (CONT'D)

SPORT HOLIDAY. MAY 19
LIBERTY & CONSTITUTION DAY MAY 27
VICTORY DAY. AUGUST 30
ANNIVERSARY OF PROCLAMATION
OF REPUBLIC. OCTOBER 29-30
SHEKER BAIRAM* (END OF RAMAZAN MONTH) NOVEMBER 20-22

* DATES VARY FROM YEAR TO YEAR; BASED ON MUSLIM LUNAR CALENDAR

CURRENCY EXCHANGE RATE

25.250 TURKISH LIRA = US\$1.00 (MAY 1978)
100 KURUS = 1 LIRA (TURKISH POUND)
4,000 PARALAR = 1 LIRA

HOST MISSION IN US

EMBASSY:

1606 23RD STREET, NW
WASHINGTON, D.C. 20008
TELEPHONE: 667-6400, 6401, 7581, 1024

STAFF:

AMBASSADOR.....MELIH ESENBEL
COUNSELOR.....NURVER NURES
COUNSELOR.....ERGUN PELIT
AGRICULTURAL COUNSELOR...ADNAN OZTURK
DEFENSE AND AIR ATTACHE..BRIG. GEN. FUAT AYDOGAN
MILITARY ATTACHE.....COL. RAMAZAN OZSAHIN
NAVAL ATTACHE.....CAPT. AYDAN EROL

US MISSION TO TURKEY

EMBASSY:

110 ATATURK BOULEVARD, ANKARA
TEL: 26 54 70

STAFF:

AMB.....RONALD I. SPIERS
DCM.....ROBERT S. DILLON
ECO/COM.....MARY E. MCDONNELL
COM.....LEO F CECCHINI, JR.
POL.....DENNIS H. KUX
LAB.....ROBERT W. CALDWELL
CON.....JOAN V. SMITH
ADM.....ERNST CONRATH
RSO.....DAVID L. TANNER
AGR.....WALTER A. STERN
AID.....WALTER E. POPP
PAO.....CHARLES E. COURTNEY

US PRESENCE

1975

OFFICIAL TOTAL*	14,405
US GOVT PSNL (NOT DOD)	235
MILITARY ATTACHES, ADVISORY GROUP AND OTHER DOD ELEMENTS IN DIP MISSIONS	2,427
MIL FORCES (INCL CIVS)	0
PEACE CORPS	0
OTHER (INCL INDIRECT CONTRACT WORKERS)	275
DEPENDENTS	7,267
EST PRIVATE TOTAL	2,541
RESIDENT BUSINESSMEN	221
STUDENTS	176
MISSIONARIES/CLERGY	14
DEPENDENTS OF ABOVE	365
OTHERS	1,776

*OFFICIAL TOTAL REFLECTS TOURISTS.

TREATIES AND AGREEMENTS

WITH U.S.:

AGREEMENT OF COOPERATION (BASIS OF US TIE WITH CENTO)
TREATY OF COMMERCE AND NAVIGATION
TREATY OF ESTABLISHMENT AND SOJOURN
AGRICULTURAL COMMODITIES AGREEMENTS
AIR TRANSPORT AGREEMENT
EXTRADITION TREATY
INVESTMENT GUARANTIES AGREEMENT
AGREEMENT CONCERNING TRADE IN COTTON TEXTILES
PEACE CORPS AGREEMENT
AGREEMENT FOR THE DIRECT EXCHANGE OF CERTAIN INFORMATION
REGARDING TRAFFIC IN NARCOTIC DRUGS

OTHERS:

EEC ASSOCIATION AGREEMENT
CHARTER MEMBER UNITED NATIONS
MEMBER SPECIALIZED AGENCIES

TRAVEL AND VISA INFORMATION

UP TO 3 MONTHS, NO VISA NECESSARY; PASSPORT REQUIRED.

HEALTH

SMALLPOX, CHOLERA CERTIFICATES REQUIRED OF ARRIVALS FROM
INFECTED AREAS IN ASIA, AFRICA; SMALLPOX AND ORAL POLIOVIRUS VACCINE
RECOMMENDED.

TIME ZONES

EST + 7; GMT + 2

NATIONAL GOVERNMENT

PARLIAMENTARY DEMOCRACY HEADED BY PRESIDENT CHOSEN BY GRAND NATIONAL ASSEMBLY FROM AMONG ITS MEMBERS. PRESIDENT DESIGNATES PRIME MINISTER, LEADER OF MAJORITY PARTY OR COALITION, WHO ADMINISTERS POLICIES, ASSISTED BY COUNCIL OF MINISTERS (CABINET). PRESIDENT PROMULGATES LAWS, HAS VETO POWER.

BICAMERAL PARLIAMENT CONSISTS OF NATIONAL ASSEMBLY (450 MEMBERS DIRECTLY ELECTED) AND SENATE (150 POPULARLY ELECTED MEMBERS, 15 CHOSEN BY PRESIDENT, UNLIMITED NUMBER OF LIFETIME SENATORS).

JUDICIAL SYSTEM DIVIDED INTO CONSTITUTIONAL COURT, SUPREME COURT OF APPEALS, SPECIAL MILITARY COURTS, COURT OF JUDICIAL DISPUTE, COUNCIL OF STATE (HIGHEST ADMINISTRATIVE COURT) AND ORDINARY COURTS (CIVIL, CRIMINAL, COURTS OF APPEALS).

REGIONAL ORGANIZATION

67 PROVINCES ADMINISTERED BY GOVERNORS (APPOINTED BY PRESIDENT OF REPUBLIC ON RECOMMENDATION OF INTERIOR MINISTER) ASSISTED BY PROVINCIAL ASSEMBLIES. PROVINCES DIVIDED INTO COUNTIES HEADED BY ADMINISTRATORS, THESE INTO DISTRICTS UNDER DIRECTORS. VILLAGE, WITH ITS HEADMAN, IS SMALLEST UNIT.

PROVINCIAL, DISTRICT CAPITALS, AND TOWNS OF MORE THAN 2,000 PEOPLE CONSIDERED MUNICIPALITIES, ADMINISTERED BY MAYORS.

LOCAL TERMS: PROVINCE-IL, GOVERNOR-VALI, COUNTIES-KAZALAR, ADMINISTRATOR-KAYMAKAM, DISTRICTS-BUCAKLAR, DIRECTOR-BUCAK MUDUR) VILLAGE-KOY, HEADMAN-MUHTAR, MUNICIPALITY-ELEDIYE, MAJOR-BELEDIYE REISI.

KEY LEADERS (FEBRUARY 1979)

PRESIDENT.....	KORUTURK, FAHRI
PRIME MINISTER.....	ECEVIT, BULENT
DEP. PRIME MINISTER.....	EYUBOGLU, ORHAN
DEP. PRIME MINISTER.....	SUKAN, FARUK

MIN. OF COMMERCE.....KOPRULULEK, TEOMAN
 MIN. OF COMMUNICATIONS.....ONGUT, GUNES
 MIN. OF CULTURE.....KISLALI, AHMET TANER
 MIN. OF CUSTOMS & MONOPOLIES.....MATARACI, TUNCAY
 MIN. OF ENERGY & NATURAL RESOURCES.....BAYKAL, DENIZ
 MIN. OF FINANCE.....MUEZZINOGLU, ZIYA
 MIN. OF FOOD, AGRICULTURE & LIVESTOCK..YUCELER, MEHMET
 MIN. OF FOREIGN AFFAIRS.....OKCUN, GUNDUZ
 MIN. OF FORESTS.....ILHAN, VECDI
 MIN. OF HEALTH & SOCIAL ASSISTANCE.....TAN, METE
 MIN. OF INDUSTRY & TECHNOLOGY.....ALP, ORHAN
 MIN. OF INTERIOR.....GUNES, HASAN FEHMI
 MIN. OF JUSTICE.....CAN, MEHMET
 MIN. OF LABOR.....ERSOY, BAHIR
 MIN. OF LOCAL ADMINISTRATIONS.....OZDEMIR, MAHMUT
 MIN. OF NATL. DEFENSE.....AKMANDOR, NESET
 MIN. OF NATL. EDUCATION.....UGUR, NECDET
 MIN. OF PUBLIC WORKS.....ELCI, SERAFETTIN
 MIN. OF RECONSTRUCTION &
 RESETTLEMENT.....KARAASLAN, AHMET
 MIN. OF SOCIAL SECURITY.....ISGUZAR, HILMI
 MIN. OF SPORTS & YOUTH.....CAKMUR, YUKSEL
 MIN. OF STATE ENTERPRISES.....BULUTOGLU, KENAN
 MIN. OF TOURISM & INFORMATION.....COSKUN, ALEV
 MIN. OF VILLAGE AFFAIRS &
 COOPERATIVES.....TOPUZ, ALI
 MIN. OF STATE.....AKOVA, ENVER
 MIN. OF STATE.....CETIN, HIKMET
 MIN. OF STATE.....DOGAN, LUFTI
 MIN. OF STATE.....KILIC, MUSTAFA
 MIN. OF STATE.....SENER, AHMET
 MIN. OF STATE.....SEPTIOGLU, ALI RIZA
 MIN. OF STATE.....YILDIZ, SALIH

DISASTER TYPES

EPIDEMIC, EARTHQUAKE.

NATIONAL POPULATION

TOTAL POPULATION - 40 MILLION (1975 ESTIMATE) (1970 CENSUS
RECORDED 35.7 MILLION). ANNUAL GROWTH RATE - 2.5% (1975)

DENSITY - 125/SQUARE MILE

DISTRIBUTION (1970)

URBAN	-	38.7%
RURAL	-	61.3%

AGE DISTRIBUTION

0-15 YEARS	-	41.5%
15-20 YEARS	-	10.4%
20-30 YEARS	-	14.6%
30-40 YEARS	-	12.3%
40-50 YEARS	-	8.5%
50-60 YEARS	-	5.5%
60+ YEARS	-	7.2%

MALE/FEMALE RATIO - 50.65/49.35

SEE ALSO CHECKLIST

POPULATION BY REGION

POPULATION DENSITY HIGHEST IN EUROPEAN TURKEY AND FERTILE VALLEYS, LOWLANDS OF MARMARA, AEGEAN AND BLACK SEA COASTS. (42% OF POPULATION ON 25% OF LAND AREA). CENTRAL REGIONS, 62% OF LAND AREA, INHABITED BY 46% OF POPULATION. MEDITERRANEAN COAST AND SOUTHEAST ANATOLIA, 13% OF AREA, CONTAIN 12% OF POPULATION.

MOST PEOPLE LIVE IN VILLAGES WITH POPULATION UNDER 1,000. 35,000 SUCH VILLAGES IN 1971. 40 CITIES WITH POPULATION OVER 50,000 IN 1972; 12%(4.7 MILLION PERSONS) OF POPULATION LIVE IN CITIES OF OVER 100,000.

POPULATION BY PROVINCE (1970)

ADANA	1,035,373	ESKISEHIR	463,458	NIGDE	408,684
ADIIAMAN	305,200	GAZIANTEP	604,756	ORDU	607,319

AFYONKARAHISAR	542,752	GIRESUN	447,266	RIZE	317,604
AGRI	292,976	GUMUSANE	282,466	SAKARYE	455,640
AMASYA	309,777	HAKKARI	102,927	SAMSUN	822,318
ANKARA	27,023,031	HATAY	596,201	SIIRT	330,111
ANTALYA	576,828	ICEL	596,324	SINOP	264,653
ARTVIN	225,751	ISPARTA	300,391	SIVAS	729,233
AYDIN	567,360	ISTANBUL	2,995,191	TEKIRDAG	296,898
BALIKESIR	752,595	IZMIR	1,430,368	TOKAT	544,442
BILECIK	138,754	KARS	663,008	TRABZON	662,412
BINGOL	178,331	KASTAMONU	446,864	TUNCELI	159,672
BITLIS	185,284	KAYSERI	610,287	URFA	542,128
BOLU	402,774	KIRKLARELI	257,477	USAK	208,388
BURDUR	210,515	KIRSEHIR	212,083	VAN	326,069
BURSA	847,605	KOCAELI	383,552	YOZGAT	469,520
CANAKKALE	360,337	KONYA	1,289,500	ZONGULDAK	742,255
CANKIRI	263,479	KUTAHYA	482,553		
CORUM	521,277	MALATYA	515,003		
DENIZLI	511,804	MANISA	793,366		
DIYARBAKIR	575,283	MARAS	523,153		
EDIRNE	318,318	MARDIN	457,693		
ELAZIG	378,349	MUGLA	372,089		
ERZINCAN	277,647	MUS	233,919		
ERZURUM	685,955	NEVSEHIR	231,873		

URBAN AREAS

1973 POPULATION ESTIMATES

ANKARA	1,461,346	KONYA	227,887
ISTANBUL	2,376,296	KAYSERI	183,128
IZMIR	590,996	DIYARBAKIR	180,236
ADANA	383,045	ERZURUM	151,590
BURSA	318,029	SAMSUN	150,941
GAZIANTEP	274,999	SIVAS	150,267
ESKISEHIR	243,327	MALATYA	144,248

MAJOR DISEASES

MOST FREQUENTLY RECORDED COMMUNICABLE DISEASES (1972)

DISEASE	NEW CASES	DISEASE	NEW CASES
MEASLES	23,601	DIPHTHERIA	792
INFECTIOUS HEPATITIS	7,711	MENINGOCOCCAL	
WHOOPING COUGH	6,105	INFECTIONS	716
TYPHOID & PARATYPHOID		DYSENTERY (ALL FORMS)	715
FEVERS	2,164	POLIOMYELITIS	424
SCARLET FEVER	1,723	LEPROSY	110

PUBLIC HEALTH PROBLEMS: CONTROL OF TUBERCULOSIS (200,000 CASES) AND AND TRACHOMA, MOST PREVALENT COMMUNICABLE DISEASES; MALNUTRITION IN INFANTS AND YOUNG CHILDREN DUE TO STARCHY DIET, LACK OF MILK; ENDEMIC LEPROSY IN SOME EASTERN AND WESTERN PROVINCES (EST. 25% OF CASES REGISTERED).

MAIN CAUSES OF DEATH (1971)

HEART DISEASE	29,684	GASTRITIS, ENTERITIS,	
PNEUMONIA	13,426	COLITIS	6,960
BIRTH INJURIES,		VASCULAR LESIONS AFFECTING	
DISEASES OF INFANCY	12,329	NERVOUS SYSTEM	6,549
MALIGNANT NEOPLASMS	7,533	ACCIDENTS	4,713
SENILITY	7,511	TUBERCULOSIS	2,621

VITAL STATISTICS

BIRTH RATE	-	39/1000 (1972)
DEATH RATE	-	13/1000 (1972)
INFANT MORTALITY	-	119/1000 (1971)*
LIFE EXPECTANCY	-	57 YEARS (1971)

* OTHER ESTIMATES ARE 153/1000, WITH RURAL RATE 168/1000, URBAN 113/1000 (1972)

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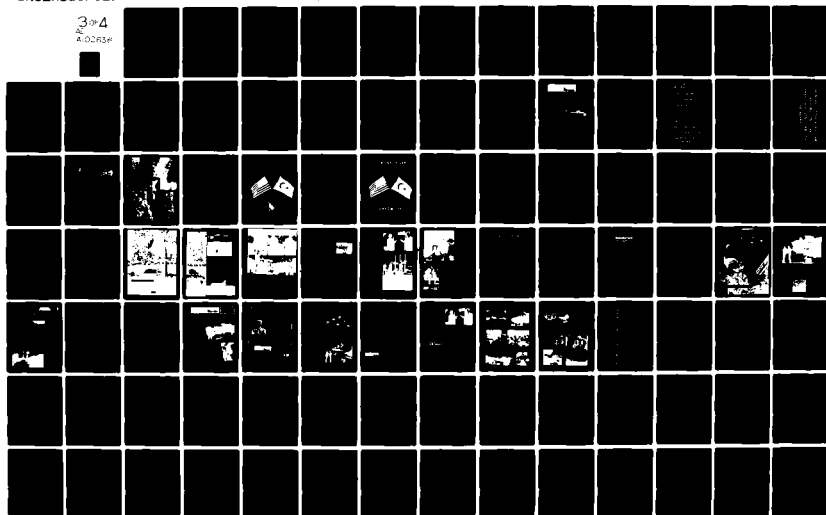
AIR FORCE ACADEMY CO
THE REPUBLIC OF TURKEY: INTERCULTURAL EDUCATION AND THE COLORAD--ETC(U)
MAY 81 W A MITCHELL, C W REDDEL, B P SHAW
USAF-A-TR-81-5

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HEALTH FACILITIES
(1971)

755 HOSPITAL INPATIENT ESTABLISHMENTS
578 GOVERNMENT HOSPITALS
75,410 HOSPITAL BEDS
49,400 BEDS IN GOVERNMENT HOSPITALS
2.1/1000 BED/POPULATION RATIO
1,523,317 PATIENTS ADMITTED

371 HOSPITALS WITH OUTPATIENT DEPARTMENTS
437 PRIVATE SECTOR POLYCLINICS
292 MEDICAL CENTERS (10-25 BEDS)
872 NATIONALIZED HEALTH CENTERS (1/10,000 INHABITANTS)
2,382 NATIONALIZED HEALTH STATIONS (1/3,000 INHABITANTS)
442 DISTRICT EXAM AND TREATMENT CENTER (NOT NATIONALIZED)

HEALTH PERSONNEL
(1971)

PHYSICIANS	16,514	NURSES	5,169
DENTISTS	3,517	ASSISTANT NURSES	4,267
PHARMACISTS	3,477	MALARIA, SANITATION	4,132
MIDWIVES	12,176	AIDES	
HEALTH OFFICERS	10,285		

DOCTOR/POPULATION 1/2190

NOTE: MOST PHYSICIANS PRACTICE IN MAJOR CITIES, ONLY 15% IN RURAL AREAS. 70% ARE IN FULL-TIME GOVERNMENT SERVICE, 10% IN PRIVATE PRACTICE. MANY EMIGRATE: 1972 ESTIMATE OF 30% OF LICENSED PHYSICIANS WORKING ABROAD.

DIET

DAILY PER CAPITA CALORIC INTAKE (EARLY 1973) - 2,760 / PROTEIN INTAKE (FROM CEREALS, MILK PRODUCTS) - 77.9 GRAMS.

CALORIES 2519

PROTEIN	FAT	CARBOHYDR	CALCIUM	PHOSP	IRON	VIT-A	NA	K
41G	126.0G	283.4G	800MG	800MG	14MG	IU		

FOODS/STAPLES

BASIC DIET CONSISTS OF WHEAT OR RYE BREAD (USUALLY UNLEAVENED), VEGETABLES AND FRUITS AND SOUR MILK PRODUCTS, (YOGURT AND BUTTERMILK). MEAT SCARCE AND EXPENSIVE, BEEF, MUTTON PREFERRED. IN SOME COASTAL AREAS FRESH OR DRIED FISH IS ABUNDANT AND EATEN BY RICH AND POOR. EGGS USED ONLY SEASONALLY, WHEN CHEAP.

BEVERAGES: NATIONAL DRINK - RAKI (ANISE FLAVORED GRAPE BRANDY); COFFEE, AYRAN (WATERED YOGURT).

FOOD TYPES: MEAT-KEBAB (SPIT-ROASTED) OR KOFTE (MEATBALLS); GRAINS-BULGUR (CRACKED WHEAT), RICE-SERVED AS PILAFF; SWEETS-BAKLAVA, HELVA; VEGETABLES-STUFFED (DOLMA), COLD IN OLIVE OIL.

OVERVIEW OF ECONOMY

AGRICULTURE IS BASIS OF ECONOMY; SUPPORTS 40% OF POPULATION, SUPPLIES 80% OF VALUE OF EXPORTS, MAKES UP 1/3 OF GNP. DEPENDENCE ON WEATHER, SENSITIVITY OF MAJOR EXPORTS TO WORLD MARKET CONDITIONS TENDED TO WEAKEN ECONOMIC POSITION, BUT MODERNIZATION OF AGRICULTURAL PRACTICES COUPLED WITH GOOD NATURAL RESOURCES INDICATE FAVORABLE LONG-RANGE PROSPECTS.

MOST INDUSTRIAL AND MINING PRODUCTION FOR DOMESTIC USE. LARGEST INDUSTRY IS TEXTILE MANUFACTURING, BASED ON DOMESTIC COTTON. MINERAL RESOURCES NOT FULLY DEVELOPED: ADEQUATE COAL PRODUCTION; CHROME, COPPER ARE IMPORTANT EXPORTS, RELATIVE SCARCITY OF OIL AND NATURAL GAS MAY PROVE COSTLY.

GOVERNMENT CONTROLS MAJOR PUBLIC UTILITIES, COMMUNICATIONS, MUCH TRANSPORTATION, GREATER PART OF BANKING SYSTEM, MOVEMENTS OF EXPORTS, IMPORTS, FOREIGN EXCHANGE; SETS AND/OR SUPPORTS MAJOR AGRICULTURAL COMMODITY PRICES. MAJOR FORCE IN MINING, MUCH MANUFACTURING. PRIVATE SECTOR DOMINATES AGRICULTURE, SMALL SCALE MANUFACTURING, CONSTRUCTION, HOUSING, WHOLESALE AND RETAIL TRADE.

ECONOMIC TRENDS

1975 MIXED RESULTS FOR ECONOMY: FALL IN RATE OF INFLATION (FROM 30 TO 18%), EXCEPTIONAL HARVEST, ESTIMATED 7.9% GROWTH IN REAL GNP, BUT ALSO DECLINE IN EXPORT REVENUES AND WORKER REMITTANCES* AND RAPID GROWTH IN IMPORTS. PRIVATE SECTOR GROWTH BETTER THAN PROJECTED, PUBLIC UNEVEN, DUE IN PART TO POLITICAL SITUATION'S DISCOURAGING GOVERNMENT CONCENTRATION ON LONG-TERM SOLUTIONS TO UNEMPLOYMENT, INFLATION, CREDIT AND INVESTMENT PRIORITIES, FOREIGN INVESTMENT, TAX REFORM, AGRICULTURAL SUBSIDIES AND EEC ROLE. LIMITS TO GROWTH IN PRIVATE SECTOR; GROWING DEFICITS INFLUENCED BY INCREASED DEFENSE SPENDING, STATE INVESTMENT IN NEW INDUSTRY AND SHORTFALLS IN DOMESTIC SAVINGS AND INVESTMENT POINT TO INCREASED RELIANCE ON EXTERNAL RESOURCES OR TO DRASTIC SOLUTIONS.

*REMITTANCES SENT BACK TO TURKEY BY WORKERS ABROAD TOTALLED \$1,183,255,037 IN 1973

GNP

ITEM	UNIT	1960	1970	1972	1973	1974P
CURRENT PRICE SERIES						
TOTAL GNP	B L	46.7				
GROSS INVESTMENT %GNP	%	15.4				
CONSTANT PRICE SERIES 1973 PRICES						
TOTAL GNP	M\$10,065	17,544	20,889	22,036	23,698	
PLUS NET FOREIGN BAL.		117	132	-68	-550	477
(IMPORT SURPLUS+)						
EQUALS TOTAL AVAIL. RES		10,182	17,676	20,821	21,846	24,175
OF WHICH: CONSUMPTION			14,282	17,161	17,493	19,543
GROSS INVEST.			3,394	3,660	3,993	4,632
GNP PER CAPITA	\$	366	496	561	576	604
ANNUAL CHG: TOTAL GNP	%		+5.6	+7.8	+5.5	+7.5
GNP PER CAP			+2.9	+5.0	+2.8	+4.8

B L BILLION LIRAS
 % PERCENT
 M\$ MILLION US\$
 \$ DOLLARS US

EXPORTS

EXPORTS BY COMMODITIES (IN MILLIONS OF DOLLARS)

	1970	1972	1973	1974
AGRICULTURAL PRODUCTS				
COTTON	171.3	191.3	305.8	244.0
TOBACCO	78.5	130.9	132.9	204.5
HAZELNUTS	87.0	116.5	121.7	173.2
RAISINS	21.1	21.1	58.2	53.8
FRESH FRUITS	9.4	19.7	27.5	28.4
CEREALS	1.5	21.2	25.8	2.7
LIVESTOCK	15.9	16.3	25.5	47.9
OTHER	42.5	70.2	160.6	151.8

EXPORTS (CONT'D)

MINING PRODUCTS

CHROMIUM ORE	15.7	11.7	13.6	23.1
OTHER	4.6	4.7	5.3	16.2

INDUSTRIAL PRODUCTS

TEXTILES	31.3	63.1	121.2	182.6
OLIVE OIL	0.2	2.7	47.8	15.1
PETROLEUM PRODUCTS	3.7	22.7	49.3	70.1
OTHER	104.1	182.9	221.8	318.8
TOTAL	588.5	885.0	1317.1	1532.2

IMPORTS

IMPORTS BY COMMODITY (IN MILLIONS OF DOLLARS)

	1970	1972	1973	1974
RAW MATERIALS				
MINERAL FUELS	66.6	155.7	221.6	762.9
FERTILIZER	33.5	67.3	131.5	101.3
OTHER *	354.2	484.2	640.1	1467.3
INVESTMENT GOODS				
MACHINERY & EQUIPMENT	390.3	696.8	886.4	1092.2
CONSTRUCTION MATERIAL	55.7	85.9	116.2	196.9
CONSUMER GOODS	47.3	72.8	90.4	157.1
TOTAL	947.6	1562.7	2086.2	3777.6

THE EEC, WEST GERMANY IN PARTICULAR, IS PRIMARY DESTINATION FOR EXPORTS, FOLLOWED BY USA. WEST GERMANY, THE UNITED KINGDOM AND US ARE MAJOR SUPPLIERS.

UNSPECIFIED IMPORTS INCLUDE WHEAT AND WHEAT FLOUR, MOTOR VEHICLES, AIRCRAFT, CHEMICALS, PAPER.

OVERVIEW OF AGRICULTURE

WHEAT, AS STAPLE FOODSTUFF, HAS STRONG IMPACT ON ECONOMY. ONLY 1/3 OF CROP IRRIGATED, REST DRY FARMED, ESPECIALLY ON ANATOLIAN PLATEAU. YIELD INCREASED IN RECENT YEARS DUE TO EXPANSION OF ACREAGE IN FORMER GRAZING LAND TO DETRIMENT OF LIVESTOCK PRODUCTION. MORE INTENSIVE CULTIVATION OF GRAINS IS LONG-RANGE NECESSITY. HISTORICALLY LIVESTOCK RAISING AND FARMING NOT INTEGRATED. DECLINE IN NOMADISM SHOULD REVERSE THIS PATTERN. MOST SOPHISTICATED TECHNIQUES IN USE IN COASTAL AREAS, ESPECIALLY SOUTHWEST, LEAST IN EASTERN MOUNTAINS AND ON ANATOLIAN PLATEAU. LAND TENURE, PARTICULARLY FRAGMENTATION OF HOLDINGS, IS PROBLEM IN LATTER AREAS. IMPROVED IRRIGATION, FORESTRY, AGRICULTURAL CREDIT PROGRAMS NEEDED FOR MODERNIZATION. SOME ADVANCES MADE IN FERTILIZER AND HIGH YIELDING SEED VARIETY USE; 70% OF CROP-LAND CULTIVATED USING DRAFT ANIMALS, 30% BY MECHANICAL MEANS.

PRODUCTION

3 IMPORTANT CATEGORIES (APPROXIMATELY EQUAL IN VALUE)

FOOD GRAINS - 85% OF TOTAL AREA SOWN IN 1969. MOST IMPORTANT: WHEAT (56% OF TOTAL SOWN), BARLEY (17%), RYE AND CORN (4% EACH), PULSES (3%). PRODUCTION EMPLOYS MOST FARM WORKERS, BUT VALUE IS ONLY 30-35%.

INDUSTRIAL CROPS - MAJOR CROPS: COTTON, POTATOES, SUGAR BEETS AND TOBACCO. EXPORTS: NUTS, FRUITS, EARLY VEGETABLES.

LIVESTOCK, EARLY 1970'S: 36 MILLION SHEEP, 20 MILLION GOATS (25% ANGORA), 10 MILLION CATTLE, 3.5 MILLION OXEN, 1.2 MILLION WATER BUFFALO, 2 MILLION DONKEYS AND MULES, 1.1 MILLION HORSES, 40,000 CAMELS, 18,000 HOGS.

FORESTS AND FISHERIES CONTRIBUTED LITTLE TO NATIONAL PRODUCT, THOUGH CONSIDERABLE POTENTIAL INCOME SOURCE.

PRODUCTION

ITEM	UNIT	1970	1972	1973	1974
TOTAL PRODUCTION INDEX *	1961-65=100	124	137	125	132
PER CAPITA PRODUCTION INDEX *	"	104	110	98	101
FOOD PRODUCTION INDEX	"	124	134	122	128
PER CAPITA FOOD PRODUCTION INDEX	"	104	107	95	98
WHEAT	1,000 MT	8000	9500	8000	8300
BARLEY	"	3300	3720	2900	3300
TOBACCO	"	147	178	151	175
COTTON	"	400	544	513	580

MT MILLION TONS

* INCLUDES FOOD AND NON-FOOD COMMODITIES

IMPORTS

MOST IMPORTANT AGRICULTURAL IMPORT IS WHEAT, \$207 MILLION WORTH IN 1974 (WHEN TURKISH YIELDS WERE LOW). OTHER MAJOR IMPORTS WERE WOOL, \$17.2 MILLION, VEGETABLE OIL, \$12.8 MILLION, AND SUGAR, \$64.6 MILLION.

EXPORTS

EXPORTS INCLUDE COTTON, TOBACCO, NUTS, DRIED FRUIT, FRESH FRUITS AND VEGETABLES, CEREALS, MOHAIR AND WOOL, LIVESTOCK AND PRODUCTS AND OLIVE OIL.

SEE ALSO ECONOMIC IMPORTS/EXPORTS

CLIMATE

TEMPERATE CONTINENTAL CLIMATE WITH SOME MEDITERRANEAN INFLUENCES. NO FROST IN WESTERN COASTAL AREAS, BUT AS MUCH AS 4 MONTHS OF SNOW IN EAST. INTERIOR PLATEAU HAS WARM SUMMERS (HOT DAYS, COOL NIGHTS; JULY MEAN TEMP BETWEEN 68 AND 73F) AND COLD WINTERS (JANUARY AVERAGE TEMP 30F; 100 OR MORE DAYS OF FROST). 10-17 INCHES RAINFALL ANNUALLY, VARYING WITH ALTITUDE. MAY IS WETTEST MONTH, JULY AND AUGUST ARE DRIEST.

COASTAL WINTERS ARE MILD, SUMMERS MODERATELY HOT. MEAN AUGUST TEMPERATURE ALONG BLACK SEA IS 72F; AEGEAN COAST'S AUGUST TEMPERATURES OFTEN EXCEED 90F. RAINFALL AVERAGE 20 TO 30 INCHES ANNUALLY ALONG THE AEGEAN, OVER 100 INCHES ALONG BLACK SEA (TURKEY'S ONLY REGION WITH MOISTURE SURPLUS) WINTER RAINFALL MAXIMUM.

EASTERN REGIONS HAVE VERY DRY, HOT SUMMERS, BITTERLY COLD WINTERS. SUDDEN EXTREME TEMPERATURE CHANGES COMMON IN SPRING AND FALL.

TEMPERATURES

CITY	RGE	JAN	APR	JUL	OCT	EXT- REME	LATI- TUDE	LONGI- TUDE
ADANA	MAX	57	74	93	84	109	36 59N	35 18E
	MIN	39	51	71	58	19		
ANKARA	MAX	39	63	86	69	104	39 57N	32 53E
	MIN	24	40	59	44	-13		
ERZURUM	MAX	24	50	78	59	93	39 54N	41 16E
	MIN	8	32	53	37	-22		
IZMIR	MAX	55	70	92	76	108	38 27N	27 15E
	MIN	39	49	69	55	12		
SAMSUN	MAX	50	59	79	69	103	41 17N	36 19E
	MIN	38	45	65	56	20		
EDIRNE	MAX	41	66	88	70	107	41 39N	26 34E
	MIN	28	44	63	49	-8		
ISTANBUL	MAX	45	61	81	67	100	40 58N	28 50E
	MIN	36	45	65	54	17		

PRECIPITATION

AVERAGE PRECIPITATION IN INCHES

CITY	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
ADANA	4.3	4.0	2.5	1.6	2.0	0.7	0.2	0.2	0.7	1.9	2.4	3.8
ANKARA	1.3	1.2	1.3	1.3	1.9	1.0	0.5	0.4	0.7	0.9	1.2	1.9
ERZURUM	1.4	1.6	2.0	2.5	3.1	2.1	1.3	0.9	1.1	2.3	1.8	1.1
IZMIR	4.4	3.3	3.0	1.7	1.5	0.6	0.2	0.2	0.8	2.1	3.3	4.8
SAMSUN	2.9	2.6	2.7	2.3	1.8	1.5	1.5	1.3	2.4	3.2	3.5	2.4
EDIRNE	2.2	1.9	1.7	1.9	1.7	2.1	1.5	1.1	1.1	2.1	2.9	3.0
ISTANBUL	3.7	2.3	2.6	1.9	1.4	1.3	1.7	1.5	2.3	3.8	4.1	4.9

LAND FORMS

TOTAL AREA 302,169 SQUARE MILES. EASTERN MEDITERRANEAN, LINKING EUROPE AND ASIA. BORDERED BY GREECE AND BULGARIA ON NORTHWEST, USSR AND IRAN ON EAST, SYRIA AND IRAQ ON SOUTH. EUROPEAN PORTION (THRACE), 3% OF LAND AREA, SEPARATED FROM ASIATIC (ANATOLIA) BY BOSPORUS STRAIT, SEA OF MARMARA, AND DARDANELLES STRAIT.

FIVE DISTINCT GEOGRAPHIC REGIONS:

AEGEAN COASTLANDS-EUROPEAN PORTION CONSISTS OF ROLLING HILLS SUITABLE FOR AGRICULTURE, CONTAINS ONLY TRUE LOWLAND, ERGENE PLAIN. ASIAN AREA HAS BROAD FERTILE VALLEYS: ISMIT VALLEY, BURSA PLAINS, PLAINS OF TROY MOST IMPORTANT.

MEDITERRANEAN COASTLAND-IN WEST NO RIVER VALLEYS GIVE ACCESS TO INTERIOR; BACKLAND RISES SUDDENLY FROM NARROW COASTAL PLAIN TO 9,000' KARST FORMATION. PLAIN OF ANTALYA AND RECLAIMED FLOODLANDS AROUND ADANA ARE MOST EXTENSIVE LOWLANDS.

BLACK SEA REGION-STEEP ROCKY COAST BROKEN BY RIVER GORGES THROUGH COASTAL RANGE. SOME LARGER RIVERS IN PONTIC MOUNTAINS FLOW IN BROAD ELEVATED BASINS, BUT COAST IS GENERALLY ISOLATED FROM INTERIOR. EASTERN PORTION HEAVILY FORESTED.

ANATOLIA-STEPPE LIKE HIGHLANDS 2-4,000' IN ALTITUDE WEST TO EAST. ARID, WITH DEEPLY ENTRENCHED WATER COURSES, WOODED AREAS IN NORTHWEST AND NORTHEAST. CENTRAL MASSIF BETWEEN MAJOR MOUNTAIN RANGES IS COMPOSED OF UPLIFTED BLOCKS AND DOWN-FOLDED TROUGHS, RESULTING IN VERY ROUGH TERRAIN.

EASTERN HIGHLANDS-HIGHER ELEVATION THAN IN CENTRAL PLATEAU. MOUNTAINS ALONG BORDERS WITH IRAN AND USSR, HILLS OF ARABIAN PLATFORM ALONG SYRIAN BORDER. FERTILE BASINS OF MUS, ARAS AND MURAT RIVERS CONSTITUTE BEST FARMLAND, SURFACE LAVA DEPOSITS IN EASTERNMOST PART, WITH SCANT SOIL COVER.

ALTITUDES/COORDINATES

CITY	LATITUDE	LONGITUDE	ELEVATION (FT)
EDIRNE	41 39'N	26 34'E	154
ISTANBUL	40 58'N	28 50'E	59
ADANA	36 59'N	35 18'E	82
ANKARA	39 57'N	32 53'E	2,825
ERZURUM	39 54'N	41 16'E	6,402
IZMIR	38 27'N	29 15'E	92
SAMSUN	41 17'N	36 19'E	131

LAND USE

AGRICULTURAL LAND CONSTITUTES 69% OF TOTAL AREA. IN 1970, IT WAS SUBDIVIDED INTO: 59 MILLION ACRES OF FIELD CROPS, 6 MILLION ACRES OF VINEYARDS, ORCHARDS, VEGETABLES, AND 64 MILLION ACRES OF MEADOW AND PASTURE. 23% OF LAND (45 MILLION ACRES) IS FORESTED. 70% OF FARMS ARE LESS THAN 12 ACRES IN SIZE.

WATERWAYS

INLAND WATERWAYS (1,000 MILES) OF MINOR TRANSPORTATION IMPORTANCE.

RIVERS BY DRAINAGE BASINS

PERSIAN GULF	SALINE LAKES(SOUTH ANATOLIA)	AEGEAN SEA
EUPHRATES	BLACK SEA(EAST TO WEST)	MARITSA
MURAT CAYI	CORUH	GEDIZ
TIGRIS	YESIL IRMAK	KUCUK MENDERES
CASPIAN	KIZIL IRMAK	BUYUK MENDERES
ARAS	SAKARYA NEHRI*	DALAMAN
LAKE VAN	SEA OF MARMARA	MEDITERRANEAN
	SIMAV CAYI	AKSU
		GOKSU
		SEYHAN
		CEYHAN

* SAKARYA NEHRI RIVER IS MOST IMPORTANT
COMMERCIALLY, FERRIES (FREIGHT AND PASSENGERS)
CROSS LAKE VAN IN SUMMER.

AEGEAN: BOSPORUS' STEEP BANKS, MANY COVES, BAYS DOTTED WITH
NUMEROUS VILLAGES; DARDANELLES HAS FEW SETTLEMENTS. LOWLANDS ARE
DENSELY SETTLED, INTENSIVELY FARMED. MAIN PORT: ISTANBUL.

BLACK SEA: STEEP ROCKY COAST ISOLATED FROM INTERIOR BY MOUNTAINS.
NARROW COASTAL PLAIN BETWEEN ZONGULDAK AND RIZE HEAVILY CULTIVATED,
COMMERCIAL AGRICULTURAL CENTER. MAIN PORT: IZMIR, SECONDARY: SAMSUN,
TRABZON.

MEDITERRANEAN: IN WESTERN REGION LACK OF RIVER VALLEYS RESTRICTS
MOVEMENT INLAND, EXCEPT FOR PLAIN OF ANTALYA. SECONDARY PORTS:
DERUN, MERSIN.

OTHER PORTS BUILT OR EXTENDED SINCE 1950: AEGEAN: BANDIRMA; BLACK
SEA: EREGLI, ZONGULDAK, HOPA, GIRESUN; MEDITERRANEAN: ANTALYA.

MOUNTAINS

PONTIC MOUNTAINS ALONG BLACK SEA COAST AND TAURUS RANGE BOUNDING MEDITERRANEAN CONVERGE ALONG BORDER WITH USSR AND IRAN IN AREA WITH MEDIAN ALTITUDE OF 5,000 FT.; MOUNT ARARAT HIGHEST PEAK (19,966 FT.). MOUNTAINS OF KURDISTAN DESCEND TOWARD MESOPOTAMIAN PLAIN IN IRAQ, INCLUDE MANY EXTINCT VOLCANOES 10-14,500 FT IN HEIGHT.

SEISMICITY

MAJOR FAULT LINE, "ANATOLIAN FAULT", RUNS INLAND FROM SEA OF MARMARA TOWARD ANKARA. RECENTLY, WORST EARTHQUAKES IN EASTERN TURKEY.

ROAD NETWORK

35,200 MILES OF ROADS, 12,690 PAVED, 19,130 OTHERWISE IMPROVED (GRAVEL, CRUSHED STONE SURFACED) IN 1972. MOST PRINCIPAL CITIES, EXCEPT IN SOUTH AND EAST, ARE CONNECTED BY HIGHWAY SYSTEM. NEW HIGHWAYS: 93KM 4-LANE EXPRESSWAY FROM ISTANBUL TO IZMIT UNDER CONSTRUCTION IN 1974. 600 MILE ERZURUM TO ISKENDERUN ROAD; HIGHWAY FROM IZMIR TO ANKARA.

VEHICLES

	1972	1973 *
PASSENGER CARS	185,100	234,600
TRUCKS	142,200	159,400
BUSES	44,700	51,500
MOTORCYCLES	73,900	79,900
TOTAL	345,900	525,400

*PROVISIONAL

SURFACE MILES

ADANA

363 AFYON

305 198 ANKARA

122 485 426 ANTAKYA

354 183 381 475 ANTALYA

627 280 350 749 423 BALIKESIR

527 180 251 649 350 100 BURSA

488 139 336 610 181 241 316 DENIZLI

346 710 587 331 700 930 830 835 DIYARBAKIR

726 426 421 848 597 277 287 495 1009 EDIRNE

593 822 624 523 893 965 865 960 301 922 ERZURUM

433 111 156 554 282 194 95 242 736 340 779 ESKISEHIR

588 281 277 704 452 243 143 413 865 144 848 196 ISTANBUL

643 289 457 765 337 132 232 155 990 356 1082 301 375 IZMIR

462 320 160 584 503 434 333 458 621 461 572 305 317 KASTAMONU

211 383 203 333 464 546 446 507 385 624 467 351 480 KAYSERI

SURFACE MILES (CONT'D)

19	151	162	341	226	408	308	270	565	555	705	214	410	KONYA
267	566	424	251	621	762	655	705	163	845	268	562	701	MALATYA
82	463	265	610	646	586	486	602	525	614	430	422	470	SAMSUN
332	473	303	400	586	629	529	615	310	700	346	435	556	SIVAS
615	689	492	620	868	812	712	828	402	840	203	648	696	TRABZON
594	931	789	577	947	1122	1022	1070	254	1210	264	927	1065	VAN

IZMIR

566	KASTAMONU
653	362 KAYSERI
425	321 238 KONYA
856	459 221 459 MALATYA
718	198 330 427 362 SAMSUN
736	311 121 359 154 216 SIVAS
944	424 404 642 367 226 282 TRABZON
1222	822 586 810 106 693 369 467 VAN

RAILROADS

5,700 MILES OF STATE-OWNED RAILROAD TRACK, MOSTLY STANDARD GAUGE, (900 MILES DOUBLE-TRACK, 48,000 MILES SINGLE TRACK) IN 1972. SYSTEM WELL LINKED TOGETHER, BUT SOME AREAS ON BLACK SEA AND MEDITERRANEAN COASTS NOT ACCESSIBLE BY RAIL. RAIL LINK BETWEEN TURKEY AND IRAN BUILT UNDER CENTO AGREEMENT IN 1971; DIRECT LINE TO BULGARIA (PEHLIVANKOY TO EDIRNE) OPENED SOON AFTER. 1973: PASSENGER KILOMETERS-6,533,000,000; NET TON-KILOMETERS-7,222,000,000.

RAIL CARRIERS

TURKIYE CUMHURİYETİ DEVİET DEMİRYOLLARI İSLATMESİ - TODD (TURKISH REPUBLIC STATE RAILROAD): ANKARA; OPERATES ALL RAILWAYS AND CONNECTING PORTS.

IN 1969 TURKISH MARITIME LINES AND PRIVATE COMPANIES HAD 35 CARGO AND TANKER VESSELS AND 20 PASSENGER LINERS, WITH GROSS TONNAGE 766,000.

AIRPORTS

CTY/AERODROME ID., TEMP- C	ELEV (FT)	PAVEMENT STRENGTH- ALL-UP-WGT 1000KG/ TYPE OF AIRCRAFT	RNWX NO TYPE	FUEL OCTANE	REMARKS*
ADANA/CIVIL 34.9	627	AUW 45/DC9-30	05/23 N-INSTR		
ANKARA/ESEBBOGA (LTAC), 25.2	3136	AUW 135/B707-300C AUW 270/B747 AUW 286/B747-279	03.21 PA-I	ALL TYPES	RL3,6,S3
ANTAL/ANTALYA 30	165	AUW 49/DC9-22	18/36		
ISTANBUL/ YESILKOY, (LTBA) 25.1	109	AUW 323/B747 AUW 146/B707-300C AUW 283/B747	18/368 06/24 PA-II	ALL TYPES	RBL6,7,S3
IZMIR/CIGLI 29.4	17	AUW 117/B707-300	17/35 N-INSTR		

R-RADIO FACILITIES W/VOICE AVAILABILITY.
 B-ROTATING OR CODE LIGHT (GENERALLY ROTATING TYPE)
 L-FIELD LIGHTING.
 6-HIGH INTENSITY RUNWAY
 7-HIGH INTENSITY APPROACH
 S3-STORAGE, MINOR AIRCRAFT, MINOR ENGINE REPAIRS.
 6-HIGH INTENSITY RUNWAY.
 7-HIGH INTENSITY APPROACH.
 S3-STORAGE, MINOR AIRCRAFT, MINOR ENGINE REPAIRS.

PERSONAL ENTRY REQUIREMENTS

PASSPORT: REQUIRED.

VISA: NOT REQUIRED FOR TRANSIENTS (STAY OF LESS THAN 24 HOURS FOR REFUELING, ETC.).

HEALTH: SMALLPOX CERTIFICATE REQUIRED OF ARRIVALS FROM INFECTED AREAS AND AFRICA AND ASIA. CHOLERA CERTIFICATES REQUIRED OF ARRIVALS FROM INFECTED AREAS, 1 YEAR OF AGE AND OVER. SMALLPOX AND ORAL POLIOVIRUS VACCINE RECOMMENDED.

AIRCRAFT ENTRY REQUIREMENTS

1. APPLICATIONS ARE TO BE MADE MONDAY-FRIDAY, 9:00AM - 5:00PM TO THE AIR TRANSPORTATION DEPARTMENT, MINISTRY OF COMMUNICATIONS. (CABLE ADDRESS: CAD-ANKARA; MAILING ADDRESS. ULASTIRMA BAKANLIGI, HAVA ULASTIRMASI GENEL MUDURLUGU, ISTASYON, ANKARA). OUTSIDE OF OFFICE HOURS AND ON HOLIDAYS, TO THE MANAGER, ESENBOGA INTERNATIONAL AIRPORT (CABLE ADDRESS: LTACYD-ESENBOGA/ANKARA).

2. APPLICATIONS SHOULD NORMALLY REACH THE APPROPRIATE AUTHORITIES AT LEAST 5 DAYS, BUT IN NO EVENT LESS THAN 48 HOURS PRIOR TO TAKE-OFF OF AIRCRAFT FROM LAST AIRPORT FOR TURKEY. IF PERMISSION FOR OVERFLIGHT IS NOT UTILIZED ON DATE FOR WHICH IT WAS GRANTED, A NEW PERMIT MUST BE REQUESTED IN ADVANCE.

3 APPLICATION FOR NON-SCHEDULED AIR SERVICES MUST INCLUDE FOLLOWING INFORMATION IN THE ORDER LISTED: A) NAME OF OPERATING COMPANY, B) TYPE OF AIRCRAFT AND REGISTRATION MARKS, C) PROPOSED DATE AND TIME OF ARRIVAL, D) PROPOSED DATE AND TIME OF DEPARTURE, E) ROUTE OF FLIGHT, F) PLACE(S) OF LANDING(S), G) PURPOSE OF FLIGHT, H) NUMBER OF PASSENGERS, I) NATURE AND AMOUNT OF FREIGHT TO BE EMBARKED OR DISEMBARKED, J) OTHER NECESSARY INFORMATION.

4. ENTRY AND EXIT BY AIR INTO AND OUT OF TURKEY SHALL NORMALLY BE MADE AT ESENBOGA, ANKARA AND YESILKOY, ISTANBUL AIRPORTS.

5. THE FOLLOWING AERODROMES MAY BE USED FOR PERMANENT AND TEMPORARY ENTRY AND EXIT OF AIRCRAFT BY OBTAINING THE NECESSARY CLEARANCE AS DEFINED IN PARAGRAPHS 1 AND 2.

PERMANENT:

ANKARA: ETIMESUT (MILITARY)
MURTED (MILITARY)
IZMIR: CIGLI (CIVILIAN &
MILITARY)
GAZIAMIR (MILITARY)
ESKISHEIR (MILITARY)

TEMPORARY:

ADANA (CIVILIAN)
ELAZIG (CIVILIAN) FOR TECHNICAL
LANDING

YALOVA (MILITARY) FOR NATO

KONYA (MILITARY)
DIYARBAKIR (MILITARY)

PURPOSES

A. AIRCRAFT LANDING IN TURKISH TERRITORY WITHOUT HAVING OBTAINED PRIOR APPROVAL WILL BE OBTAINED AT THE AIRPORT OF FIRST LANDING AND PROVISIONS OF THE EXISTING REGULATIONS SHALL BE APPLIED.

B. IN THE CASE OF TRANSIT FLIGHTS WITHOUT PERMISSION OVER TURKISH TERRITORY, MILITARY AUTHORITIES MAY TAKE WHATEVER ACTION THEY DEEM APPROPRIATE.

C. ALL FLIGHTS OVER TURKISH TERRITORY SHALL ADHERE TO PRE-DETERMINED ROUTES. PROHIBITED ZONE MUST NOT BE TRANSGRESSED. APPROPRIATE ACTION SHALL BE TAKEN BY MILITARY AUTHORITIES AGAINST ALL VIOLATORS.

AIR CARRIERS

TURKISH AIRLINES - FOREIGN SERVICES TO ATHENS, BEIRUT, BRUSSELS, AMSTERDAM, MUNICH, ROME, FRANKFURT, VIENNA, PARIS, BELGRADE, LONDON, NICOSIA, TEL-AVIV. IN 1968 CARRIED 770,232 PASSENGERS, 14.1 MILLION KILOGRAMS OF FREIGHT.

AIR DISTANCES

IN STATUTE MILES

ANKARA TO:

ATHENS.....	504
BAGHDAD INTL.....	782
BEIRUT.....	451
CAIRO.....	682
DAMASCUS.....	488
ISTANBUL.....	216
NICOSIA.....	333
TEHERAN.....	1042
BUDAPEST-(ERHEGY).....	848
JERUSALEM.....	576
TEL AVIV INTL.....	563

INTANBUL TO:

ANKARA.....	216
BEIRUT.....	614
JERUSALEM.....	722
KUWAIT INTL.....	1342
NICOSIA.....	469
TEHERAN.....	1268
TEL AVIV.....	706
TRIPOLI INTL.....	1036

ELECTRIC POWER

1970 INSTALLED CAPACITY FOR ELECTRICAL GENERATION WAS 2,300 - 2,400 MEGAWATTS. 70-75% THERMAL, 85% IN PUBLIC SECTOR AND 70% IN NATIONAL GRID. 1972 PRODUCTION WAS 11.1 MILLION KWH, HYDROELECTRIC POTENTIAL HIGH, PRESENT PRODUCTION LESS THAN 3% OF TOTAL ENERGY CONSUMPTION.

RADIO NETWORK

ANKARA PRODUCTION CENTER. 4,033,478 RADIO LICENCES IN 1973.
RADIO STATIONS 1972

WAVE LENGTH	WAVELENGTH (METERS)	FREQUENCY (KILOHERTZ)* (KILOWATTS)	POWER
LONGWAVE:			
ANKARA	1648	182	240
ERZURUM	1224	245	100
MEDIUMWAVE:			
ANKARA	202.2	1484	2
ANTALYA	231.5	1295	600
CUKUROVA	477	629	300
DIYARBAKIR	283	1061	300
GAZIANTEP	248	1210	2
ISTANBUL	428	701	150
DO	311.5	963	2
IZMIR	324	926	100
DO	290.4	1033	2
KARS	257.5	1165	2
TRABZON	202.2	1484	2
VAN	245	1198	2
SHORTWAVE:			
ANKARA	30.79	9745	20
	31.53	9515	100
	19.79	15160	100
	16.84	17820	250
	3.41	88	0.250
ANKARA (FREQUENCY MODULATION)			

TURKIYE RADYO TELEVIZYON KURUMU (TRT): NEVZAT TANDOGAN CADDESİ, KAVAKHDERE, ANKARA; CONTROLS TURKISH RADIO AND TELEVISION SERVICES.

HOME SERVICE:

LOCAL RADIO STATIONS IN ANKARA (3), ANTALYA, CUKUROVA, DIYARBAKIR), ISTANBUL (2), ERZURUM, IZMIR (2), KARS, VAN, GAZIANTEP, TRABZON AND HAKKARI.

FOREIGN SERVICE (VOICE OF TURKEY):

ANKARA I: SW, 100 KW

ANKARA II: SW, 250 KW. NINE DAILY SHORT-WAVE TRANSMISSIONS IN THE FOLLOWING LANGUAGES: ARABIC, TURKISH, ENGLISH, FRENCH, BULGARIAN, GERMAN, GREEK, ROMANIAN, SERBO-CROAT.

TELEPHONE SYSTEM

TELECOMMUNICATIONS: "EXCELLENT COUNTRY SYSTEMS." (HANDBOOK)

TELEPHONES (1972) 473,462 (EUROPE YEARBOOK); 576,943,203,851 IN ISTANBUL, 92,023 IN ANKARA (STATESMAN'S YEARBOOK, 1971 FIGURES).

TELEVISION

TELEVISION BROADCASTING IN ANKARA, ISTANBUL, IZMIR, ISKENDERUM, EDIRNE AND ERSURUM IN 1972, 250,000 LICENSED TV RECEIVERS IN 1974. RECEPTION ESSENTIALLY LIMITED TO URBAN AREAS. TELEVISION ADDRESS: TURKIYE RADYO TELEVIZYON KURUMU (ANKARA TV): NEVZAT TANDOGAN CAD. 2, KAVAKHDERE, ANKARA. PROGRAM SEVEN DAYS A WEEK, 50 HOURS A WEEK. NEW STUDIOS TO BE ESTABLISHED IN ANKARA, ISTANBUL AND IZMIR.

CHECKLIST

1975 POPULATION ESTIMATE OF 40 MILLION DOES NOT INCLUDE THE NUMBER OF TURKISH WORKERS ABROAD, GIVEN AS 649,454, SEPTEMBER 1973. MANY OF THESE WORKERS DO RETURN TO TURKEY FOR HOLIDAY VISITS. ALSO, WITH THE DECLINE OF ECONOMIC GROWTH IN THE HOST COUNTRIES, PARTICULARLY GERMANY, MANY TURKISH WORKERS AND THEIR FAMILIES MAY RETURN TO THE HOMELAND.

ATTACHMENT 8

Buckley CONTRAILS



VOL. XVII, No. 6
Buckley ANG Base
June 9, 1979

Insect invasion? - No, Army cranes

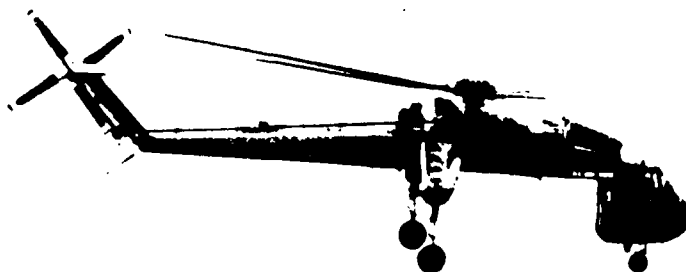
Some said they looked like dragonflies; others said praying mantises; or mutant insects. Regardless of what each individual may have identified them as, everyone thought they looked "weird."

They were actually Sikorsky S-54 Sky Crane Helicopters belonging to the Alabama Army National Guard.

The appearance of these strange creatures promoted calls from the local citizenry to the Information Office at Buckley and to local television stations and newspapers. The calls to the local media aroused their curiosity enough to have them visit Buckley for a first hand look at the odd whirly-birds. The Alabama guard accommodated the media by offering a few orientation rides.

A half-dozen of the craft had arrived at Buckley for several weeks so that the crews could practice mountain rescue. When they arrived some carried the heavy pods that filled out the body of the helicopter, making it less resemble an overgrown insect. The huge boxes with wheels, fastened under the long, slim body, can handle 42 troops or 21,000 pounds of cargo, including fuel.

Almost daily, despite rains and cloudy weather, they flew missions into the mountains, occasionally touching down on rugged spots to sharpen the pilots' mountain flying ability.



Insect like Army Sky Cranes drew the attention of many Denver residents. During a two week stay the helicopter crews practiced mountain operations and were ready for deployment to the Western Slope if the water runoff situation there got out of hand.

Last Saturday the big cranes lifted off for the last time. They were beginning the long migration back to Alabama. The short-range, slow-paced craft would have to stop

five times on its way home for fuel, causing more people to make phone calls or gaze into the sky wondering what kind of insect invasion this could be.

Ne Zaman Türkçe derse başla?

"Merhaba efendim" may be one of the strange phrases you will be hearing around the base this weekend.

This and other unusual sayings in the hour's Saturday morning classes will begin with this phrase and end with "Allahı istedik" and "Güle Güle" as you

enter the world of the Turkish language.

Personnel interested in learning a smattering of Turkish words are invited to attend classes in the Tac Ops briefing room from 8:30 a.m. to 10:30 a.m.

Air Force Academy officers, LtCol Carl Reddel and Maj Bill

Mitchell are the instructors for an interesting two hour's of Turkish background and a handful of phrases that will give you confidence in learning a foreign language.

If your supervisor can spare you, you'll enjoy learning about a very different and interesting country.

ATTACHMENT 9

**ALBAY HALL
HABER MÜDÜRÜ**

TUVALET - BAY (MR.)

TUVALET - BAYAN (MS.)

KARAGÂH (Headquarters)

KULÜB (Club)

PİLOT KULÜBÜ

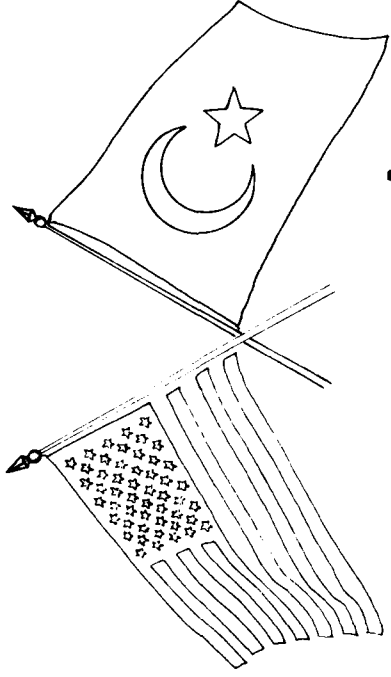
YEMEK ODASI (Dining Hall)

HABER ALMA (Intelligence)

İKMAL (Supply)

**TUGGENERAL FRANCE
KUMANDAN**

ATTACHMENT 10

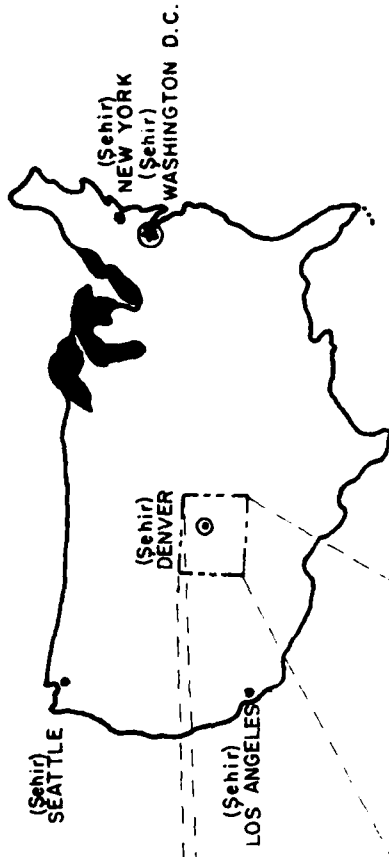


KARARGÂH

140 TÂBİYE AVCI UÇAĞI KANAD
KOLORADO (AMERİKA)
MİLLÎ HAVA KUVVETLERİ NÖBETÇİ

ATTACHMENT 11

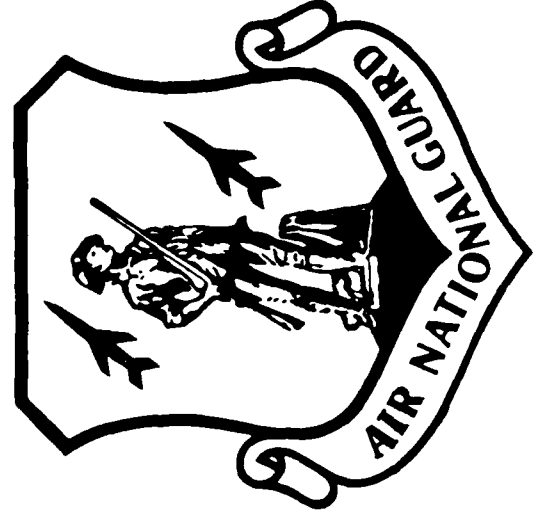
A.B.D. AMERİKA HARİTASI (KOLORADO İL)



Amerika'nın
EN büyük
dağları



COLORADO



Koloradoda ne var?

—2.5 milyon Nufusu

—Denver İl merkezi dir



ATTACHMENT 12

CORONET RIDER

UNCLASSIFIED

HEADQUARTERS, 140TH TAC FTR WG
BUCKLEY ANG BASE, AURORA, COLORADO 80011

140TFW OPORD 1-79

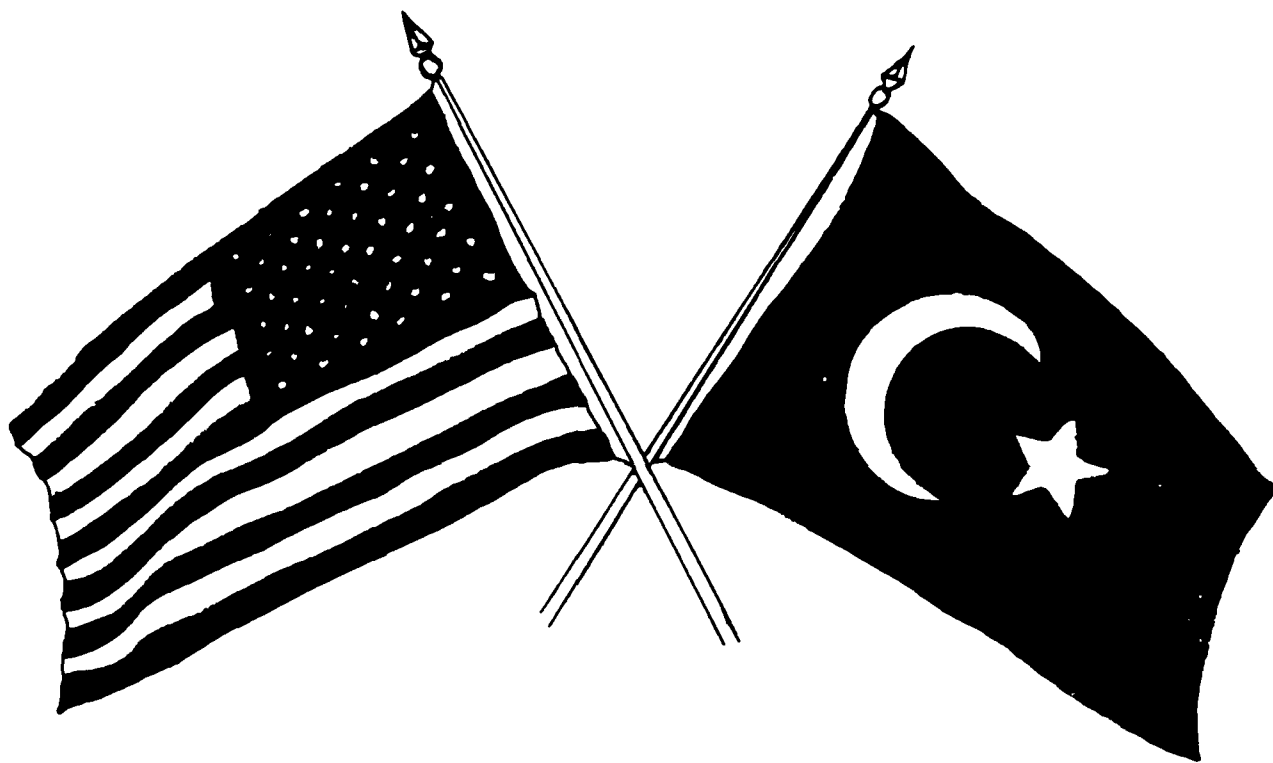
22 AUGUST 1979



UNCLASSIFIED

ATTACHMENT 13

CORONET RIDER



HANDBOOK

Prepared by: 140 TFW (OI)

USAF Foreign Clearance Guide Info

CURRENCY RESTRICTIONS:

Free export of jewelry, gold, silver, and currency is prohibited. Declare such items on entry. There is no limit on imports of foreign currency but must be declared. Imports and exports of Turkish lira are limited to 100 TL. Retain evidence of cashing check (including travelers checks), currency conversion, and bills for major purchases. Currency is checked on departure. Export goods and currency must check with declared imports and transactions evidence.

Another plus in buying traveler's checks in conjunction with a TDY move is that the purchase cost is reimbursed when the travel voucher is filed. The amount payable depends on the total amount earned on the voucher.

Black market operation in goods and currency is prohibited. Do not attempt to spend foreign currency on Turkish market. Buying Turkish lira from unauthorized sources is prohibited by Turkish laws and U.S. regulations.

CUSTOMS REGULATIONS:

The following items may be imported duty-free if for personal use: personal effects, cameras, film, jewelry, typewriter, cigarette lighter, electric razor, record player and records, 50 cigarettes or 50 grams of tobacco or 20 cigars, and one quart of liquor (seal broken).

Unconsumed imports are required to be in traveler's possession on departure.

SPECIAL RESTRICTIONS:

Photography is prohibited at Turkish military establishments including military structures and military buildings within cities. Such photography may be considered espionage by Turkish authorities.

Photograph village women with discretion.

Importation of personally owned rifled firearms is prohibited.

Hello	Merhaba	Come in please	Buyrun efendim
Thank you	Teşekkür ederim	Welcome	Hoş geldiniz
How are you?	Siz nasilsiniz?	Glad to be here	Hoş bulduk
I'm fine, thank you	İyiyim, teşekkür ederim	Goodbye (said by person leaving)	Allaha ismarladik
Good morning	Gün aydın	Goodbye (said by person staying)	Güle Güle

The following time table is for your use during Coronet Rider, for referencing Zulu vs. local time in the specified cities.

ZULU	Denver (-6)		Torrejon (+2)		Merzifon (+3)	
	Day Before		Same Day		Same Day	
0100		1900		0300		0400
0200		2000		0400		0500
0300		2100		0500		0600
0400		2200		0600		0700
0500		2300		0700		0800
0600		2400		0800		0900
0700	Same Day	0100		0900		1000
0800		0200		1000		1100
0900		0300		1100		1200
1000		0400		1200		1300
1100		0500		1300		1400
1200		0600		1400		1500
1300		0700		1500		1600
1400		0800		1600		1700
1500		0900		1700		1800
1600		1000		1800		1900
1700		1100		1900		2000
1800		1200		2000		2100
1900		1300		2100		2200
2000		1400		2200		2300
2100		1500		2300		2400
2200		1600	Next Day	2400	Next Day	0100
2300		1700		0100		0200
2400		1800		0200		0300

DO'S AND DON'TS FOR GI'S IN TURKEY

DO be modest, polite, and generous.

DO praise the people for their hospitality and their progress with democracy.

DO visit some local historical sites/museums.

DO take an interest in their language and culture.

DO use common sense in all your actions.

DO bring a field jacket and warm clothes for cool evenings.

DO NOT bring tape recorders, radios, or any electronic equipment as Turkish customs may confiscate them.

DO NOT lose the set of orders that Turkish customs stamps for entry. Loosing this will result in individuals not being allowed to leave Turkey.

DO NOT make derogatory remarks, argue with, or show hostility toward customs officers. They will only become more officious.

DO NOT hand carry tool boxes, test equipment, etc, as these will be listed on stamped orders by customs and will have to leave the country with that individual.

DO NOT make insulting remarks about the Turkish flag, government, Ataturk, their religion, or preach the Christian religion, or use their money to light cigarettes.

DO NOT have drugs or drug paraphernalia. Laws are severe ranging from three years to life.

DO NOT drive while drinking. Drinking and driving in Turkey almost always results in a jail sentence. The sobriety test is nothing more than the arresting officer's opinion that you are drunk.

DO NOT make advances toward Turkish women. It is considered offensive and will not be tolerated by Turkish nationals.

DO NOT handle or pet any dogs/cats, etc as rabies is almost epidemic in Turkey.

DO NOT take pictures without asking permission first.

DO NOT make any derogatory comment on Turkish economic, social and political development; the Turkish military and its capabilities; the Turkish justice system, or conditions in Turkish jails.

DO NOT discuss Turkish internal politics; Turkey's former role as a supplier of opium to the western world; Turkish-Russian or Turkish-Greek relations; Turkey's relations with her Islamic neighbors; Kurdish or Armenian minority problems; U.S. facilities in Turkey; U.S. intelligence activities in Turkey; U.S. economic and military support to Turkey; Cyprus situation; existence or extent of AFRTS, AAFES, commissary and/or APO operations or facilities in Turkey; or American dependent schools program in Turkey.

SIGHTSEEING AND SHOPPING

Bargaining is a part of life in Turkey, and it happens almost everywhere. But, in most city shops, except for bazaars, the prices are fixed. Some fixed-price shops may have a sign, FIATLARINIZ SABITTIR, "prices are fixed." It is advisable not to buy things such as rugs, brasswork and gold ornaments from merchants whom you do not know, as prices and qualities may vary greatly from one seller to another. If possible, take someone with you who can introduce you to a reliable merchant.

Do not try to talk to strangers of the opposite sex on the street, even if only to ask directions. Always keep in mind that relations between men and women in Turkey are far less casual than they are in the United States.

Turkish women usually greet each other with a kiss on both cheeks. A man may greet a woman in this way only if he and the woman are closely related. Anyhow, a man should never kiss a woman on the lips in public.

Kissing, necking and other overt signs of affection between men and women are also frowned upon in public; a display as such is against the culture and customs of the Turkish society.

Before getting into a taxi, be sure to reach a firm agreement with the driver about the fare, since fares for the same distance may differ from driver to driver.

Coffee, tea, or a soft drink may be offered you by the shopkeepers from whom you are buying. Don't try to pay for the drink, and don't feel obliged to buy something because you accepted it. The gesture is one of hospitality, and not of salesmanship.

In general, vegetable and fruit sellers in the markets don't like their food handled or picked over. Let them choose for you.

Tipping is customary in Turkey. Both men and women are expected to tip for almost every kind of service, even those rendered for a fixed price. Normally, you should tip about 6 to 10%. In a restaurant, you should tip even when a service charge is included.

If you ever face a situation which presents difficulty or embarrassment for you, find a policeman. Do not try to resolve the problem alone.

How much is it? Kaç para?

Where is the toilet? Affedersiniz, tuvalet nerede?

Please Lutfen

VISITING A TURKISH HOME

When a Turkish family invites you for dinner at their home, it will be a polite gesture to take some flowers for the hostess on the first invitation; otherwise, send some flowers within 24 hours after the dinner. On subsequent invitations, you may take a bottle of good quality liquor or wine, or something for dessert.

Hospitality is one of the cornerstones of the Turkish tradition. Following his religious tenets and natural instincts, the Turk is the most gracious and generous host. From rural areas to urban towns all Turks, even the poorest peasants, feel bound to honor their guests in the best possible manner. Hospitality is taken to such extent that a foreigner often feels overwhelmed. In addition to ensuring his guest's material comfort, the Turk makes every effort to converse no matter what the linguistic barriers might be.

When you first arrive as a guest in a Turkish village home or in the home of less westernized urban Turks, make an attempt to take off your shoes. If the hostess tells you not to (in more westernized homes, this will be the case), you go on into the living room. If the hostess brings you slippers, put them on before entering the living room.

Once you are in the living room, go around the room and greet everyone individually by shaking hands and asking "Nasilsiniz?" (How are you?) Then, you may ask them how their children are by saying, "Çocuklarınız nasıl?"

The Turks place great importance on position and age. They give their seats to their elders and get up when someone of higher position or who is older enters the room. They do not call such a person by his first name.

Remember that your Turkish hosts may have certain dietary restrictions such as not eating pork and not drinking wine. Although some Turkish people do not observe these restrictions, very religious persons do not drink alcoholic beverages (beer included) at all; just plain fruit juice or water only.

Behavior when seated is important. It is considered very rude if a person exposes the soles of his feet to another or if he assumes a very relaxed position, unless he's with close friends.

Eleven o'clock is considered the proper time--not too early, not too late--to leave.

What time is it?

Saat kaç?

I do not understand.

Anlamıyorum

I understand.

Anlıyorum

MEETING AND TALKING WITH TURKS

Try to speak Turkish at every opportunity. Even if you do not feel very comfortable in speaking Turkish, try as hard as you can. Do not be afraid that if you make a mistake or really "mess up" their language the Turkish people will be offended. The simple fact that you are making an effort to speak their native tongue will be considered the highest compliment you can ever pay.

The most common place where men meet to talk are the coffee houses, KAHVEHANE. These establishments serve coffee or tea, and occasionally fruit juices, but no food. Turkish coffee is thick and sweet. They provide newspapers and games such as cards, backgammon or dice. Only men go to coffee houses; boys are not allowed in until they are about 16. A coffee house is often staffed by only three people--the owner, a waiter, and a busboy. The Turkish equivalent of the American coffee shop is a pastry shop, PASTAHANE. There you can get a light breakfast or lunch, but not dinner.

When your Turkish friend(s) invites you to a place for a drink, or a meal, you should not attempt to pay for your own share or to buy the round of drinks in turns. Let him (them) treat that day; yet you should provide a similar treat at another day. It is a good Turkish custom. When you take a Turkish friend out for a drink, you should also keep this custom in mind.

Do shake hands with everyone present when entering and leaving a party or when introduced to a group. Shaking hands indicates pleasure or friendliness.

When you are sitting and talking with a Turk, do not extend your legs toward him nor put your feet up onto a stand, thus showing the soles of your shoes to his view. In Turkish culture, such an act implies haughtiness and disrespect.

Never say anything to a Turk that might make him think that you are comparing him with an animal. You may think of an expression such as "you sly old dog" as a compliment, but use of nonhuman attributes will mean insult to a Turk. However, "lion" (arslan) and "ram" (koc) are exceptions and often used in complimentary expressions.

Do not make any critical or derogatory remarks about Turkey and the Turkish people, in general, even to your closest Turkish friends. While they speak about harsh realities and criticize Turkey among themselves, they will be reluctant to extend the same right to you. They would not like to hear such criticism from a foreigner; as a matter of fact, a Turk cannot take criticism by nature. If someone asks your opinion, be diplomatic.

Try not to get involved in discussions about Turkish politics, and do not talk politics socially with your Turkish friends just to impress them. They may take their politics very seriously and with views different from yours. You may find yourself on the wrong side of a heated, even unpleasant, argument.

My name is _____	İsmim _____ efendim	Excuse me	Afferdersiniz
What is your name?	İsminiz ne efendim?	Tea	Çay
Where are you from?	Nerelisiniz?	Coffee	Kahve
I'm from Colorado.	Koloradolıyım	Beer	Bira

ATATURK

You cannot understand the modern Turk until you know the story of Mustafa Kemal Ataturk--known to the world simply as Ataturk.

Ataturk was one of the world's great men. He was rough and tough at a time when force and decision were necessary. He jerked Turkey up out of the Middle Ages by her bootstraps and made her a modern republic. Your Turkish friends will be pleased if you show some knowledge of his life.

Ataturk was named Mustafa when he was born about 1881 in Salonika, Greece, at a time when this city was the capital of a Turkish European province. The son of a minor government official, he was educated for the army at the military academy in Istanbul. Here he distinguished himself in mathematics, for which he was nicknamed "Kemal," meaning "perfection." (The Turks, at this time did not have last names.)

Before World War I, he took some part in the Young Turk Reform Movement, which obtained a constitutional government for Turkey. He was one of the Turkish commanders who defeated the Allies so thoroughly at Gelibolu (Gallipoli) in World War I. He fought against the Russians on the eastern front, and by the end of the war was fighting the British in Palestine. By this time he was a general; hence, the term Pasha (which means general)--you may have heard of him as Mustafa Kemal Pasha.

After the war, the Allies occupied Istanbul while they were deciding what to do with Turkey. In southern Turkey, the French were moving in, and the Italians were eyeing the southwestern corner. Finally, Greek troops landed at Izmir in May 1919. The future existence of Turkey was at stake.

Mustafa Kemal soon saw that the Sultan and his government were too weak to meet the situation. Breaking with his government, Mustafa Kemal and a group of nationalistic Turkish officers crossed the Black Sea to Samsun, and moved inland, organizing peasant resistance groups on the way. As most of eastern Turkey rallied to him, the French and Italians withdrew their forces. The Greeks, however, reinforced their army and it was not until 1922 that the Turks finally defeated them. Ataturk established a government at Ankara that deposed the Sultan in Istanbul.

The following year, the Allies and Ataturk's government negotiated the Treaty of Lausanne, which set up the borders of Turkey about as they are today. The former Arab provinces of the Ottoman Empire are today's independent nations of Syria, Lebanon, Israel, Jordan, Iraq, and Saudi Arabia.

Perhaps the most remarkable thing about the break-up of the Ottoman Empire is that most Turks feel neither resentment nor regret. Turkey's foreign policy has been one of friendly relations with all the countries that were once part of the Empire.

Having won the war for independence, the Turks went to work organizing their new state, which in October 1923 was proclaimed a republic. They elected a Grand National Assembly from among the people and drew up a constitution.

Just as the American colonies before them had done, the Turks elected as their first President the commander-in-chief of the army that had won their independence. That is the reason why the Turks like to compare Ataturk with George Washington--each the father of his country. Ataturk became the first President in 1923, and was re-elected three times. He died in 1938.

In 1934, Mustafa Kemal decided that all Turks should have family names. Apparently, the purpose of this decision was not only to make Turkey more Europeanized, but also to make easier the taking of the first Turkish census. The use of surnames, as in the case of Russia, was not known in Turkey. The National Assembly conferred upon Mustafa Kemal the surname Ataturk, meaning "Chief Turk" or "Father of the Turks." Today, all public buildings, schools, and military installations display pictures of Mustafa Kemal Ataturk, the founder of modern Turkey.

Ataturk was a strong, hard man at a time when only such a man could succeed. His purpose, unlike that of fascist and communist dictators, was not power for its own sake, but the use of power to create a modern, progressive state out of a medieval one. His aim was to educate a backward, illiterate people in liberal, democratic ideas.

Here are just a few of the things that Ataturk accomplished in a few short years to change the whole life of Turkey:

- a. He separated church and state, and replaced the old Moslem law with European codes drawn from several countries.
- b. He gave women full political and social rights, and abolished polygamy and the harems.
- c. He prohibited wearing of the fez and ordered Western headgear for men.
- d. He adopted the Western calendar and time system.
- e. He substituted the Latin alphabet we use for the difficult Arabic alphabet.
- f. He took the first census in Turkey's history.
- g. He started a nation-wide system of compulsory education.
- h. He built a modern capital at Ankara.
- i. He reduced malaria and other diseases and epidemics that used to kill thousands of people every year.
- j. He set up the beginnings of a modern industrial system, locating many of the most important factories in the interior of the country and out of reach of possible enemy guns. He established a foreign policy of friendship with neighboring nations. The Turks could justly boast on the 10th Anniversary of their republic: "A Century of Progress in Ten Years."

After Ataturk died, in 1938, not one of his reforms was lost. He had preached democracy and instituted the basis for a democratic regime.

ATTACHMENT 14

For the departing gaurasmen,
it was goodbye, Denver.

AIRMAN, March 1980

AIRMAN



by Capt. Katie Cutler

"*Uyurun efendim*," the dark-haired man, his black eyes flashing with excitement, urged the two Americans at his door. "Come in."

"*Merhaba* (Hello). *Siz nasilsiniz?*" (How are you?) they greeted him without hesitation as they slipped off their shoes before entering his home.

Ten thousand miles from their native Colorado, CMSgt. Robert K. Myler and MSgt. Joyce I. Saitta felt comfortable with the customs of their hosts, a liaison NCO with the Turkish air force, and his wife.

An Army veteran of the Vietnam War, MSgt. Saitta was adept at making herself at home in most any culture. And Turkey was no exception.

Chief Myler, on the other hand, had never been overseas. "Communicating is going to be difficult," he had predicted several months ago while anticipating the trip. "But I'm sure the Turks are like people anywhere and will bend over backwards for us, as we should for them."

And so they had.





But the matter of communicating had not been left to chance, and as a result both Saitta and Myler were equally well prepared to enjoy that evening last October in the home of their new Turkish friends.

For when they deployed with the 140th Tactical Fighter Wing units from Buckley Air National Guard Base, they were "graduates" of a unique orientation taught by Air Force Academy faculty that had equipped them with some 50 basic phrases in Turkish and a solid understanding of the traditions, social

customs, and taboos of their host country.

Overseas deployments, though were not a new experience for the Colorado Guard. Only two years before members had flown their A-7D *Corsairs* to Holland to participate with other NATO units in the annual *Reforged* exercises. And a year later they had deployed to Panama.

The trips have all been part of an ongoing program of short-term tactical deployments begun in 1975 to familiarize U.S. aircrews with the unique

aspects of operating outside the continental United States.

But a tactical deployment to Turkey, promised to be a different kind of experience. Geography aside, there would be the challenge of operating in a bare-base environment, and theirs would be one of the first ANG units to try it. That meant the only amenities would be an airstrip and a nearby water supply; everything else required to live and fly for 30 days would be airlifted in. For those who knew only theoretically about bare basing, there was antici-

tion about learning how the concept would work in reality.

Others, of course, weren't keen on the idea of camping out for 15 days, the time most guardsmen would spend overseas. "Yet," Chief Myler said, "the same people who don't want to go over there and live in a tent will go up in the Colorado mountains and camp with the ticks and think nothing of it."

Of greater concern was the desire to develop a bond of friendship with Turkish counterparts. "Whenever we deploy we feel that we're there not just to fly, but also to serve as goodwill ambassadors," explained Col. James C. Hall, the wing public affairs officer. "But," he continued with his usual candor, "when we found out we would be going to Turkey, there was a good deal of apprehension. Most of it was based on rumors and lack of good information about that part of the world."

"What worried me most," added MSgt. Janet Wright, NCOIC of the combined intelligence branch whose fair skin and light brown hair would be inconspicuous in most of Western Europe, "was the prospect of not being able to blend with the local culture as I did when we deployed to Holland. And there just about everybody spoke English, so communicating was easy."

It was Col. Hall, who periodically travels the 60 miles to Colorado Springs to brief Air Force Academy cadets on the role of the Air National Guard, who saw a way to counter the apprehension. "People mostly think of the Academy as a school for producing well-trained officers," he said. "But it's much more than that. It's a fine university and a great resource for the total force. So we asked if there was any way they could help us."

The reaction by faculty there was as Hall had hoped. "We saw this as a special opportunity to maintain a link between the classrooms of the Academy and the more operational aspects of the Air Force," said Lt. Col. Carl W. Reddel, who had recently returned from a Turkish assignment and was named coordinator of the effort to develop an orientation program for the Colorado Guard.

OPPOSITE: Brig. Gen. John L. France (in flight suit) is welcomed to Merzifon by Maj. Gen. John Gulice, director of the Air National Guard; Brig. Gen. Basri Tunc, 5th Main Jet Base commander; Maj. Gen. Kenneth D. Burns, TUSLOG commander; and Maj. Gen. Melvin G. Bowling, 8th ATAF deputy commander. Friendly Turkish children pose at the statue of Ataturk. A Turkish doctor discusses medical terminology with MSgt. Roger Holbrook, Colorado ANG medic.

"We had just completed a survey of our Mideast Area Studies Group, so we knew exactly what expertise we had available to put together an orientation for the people at Buckley. We involved as many disciplines as possible—geographers, political scientists, and historians."

Central to the program, it was decided, would be Turkish language classes to be taught by Maj. William A. Mitchell, a tenured associate professor of geography. His own experience in Turkey had begun as an enlisted administrative clerk almost 20 years ago. Now, with a doctorate in geography and Asian studies, he was described by Lt. Col. Reddel as "the only true Turkologist we have at the Academy."

Although fluent in the language, he had never taught Turkish before. And it's a language all its own, devoid of familiar roots shared by other European languages. During the course of 10 weekly lessons, though, he covered pronunciation and then went on to forms of greeting, typical tourist phrase-book expressions, and more specialized military terms including ranks.

On Maj. Mitchell's first day in the Buckley briefing room, he found his Guard students, who were all there as volunteers, "very apprehensive, very unsure of what was coming off. I think they had come to the class more out of curiosity than anything else. But within thirty minutes, there was a relaxing of tension and a change in the content of their questions. When it was all over the first day, they applauded and stayed on and on, like they couldn't get enough."

Their initial apprehension, he explained, was natural enough. "I think it's caused by the confusion of ill-founded information from other Americans. We enjoy passing on things that sound kind of exotic and even exaggerating them. We perpetuate a lot of that."

Maj. Mitchell and the other faculty from the Academy succeeded in setting the record straight. They taught the importance of Islam and of Mustafa Kemal Ataturk, the founder of modern Turkey, to the Turkish way of life. They shared their knowledge of the history and demography, the music and customs, and today's diplomatic environment.

Capt. Donald M. Bishop, a historian whose specialty is the Ottoman Empire, prepared them for "culture shock—that feeling of disorientation, of frustration, experienced when placed in another culture where values, attitudes, and behavior are different."

"And different isn't necessarily bad," it was stressed repeatedly.

Although many Guard technicians and "weekend warriors" were unable to attend the classes, few could escape the cultural transfusion that permeated the Denver base. Placards lettered in black marker soon labeled the head-



MSgt. Walter L. Payne arms an A-7 at Buckley ANGB, Colo.

quarters of the 140th Tactical Fighter Wing in Turkish.

People greeted each other in Turkish. Col. Hall became known as *Albay*, the Turkish translation of his rank.

ANG cooks sought Turkish recipes, and some airmen found Turkish NCOs at nearby Lowry Technical Training Center to practice their language on (and develop friendships with).

"To my knowledge," said Maj. Mitchell near the end of the summer, "the Air Force has never provided a massive indoctrination such as this in language and culture to a group going to a foreign country. It has been a massive effort. And I'm certain Americans have never gone to Turkey so well prepared."

"If they can use a little bit of the knowledge that they've gained, they'll go a long way toward making relations between the two countries a lot better. They're going to help the Turks see us the way we really are instead of the way they often think we are—as cold and unfriendly and arrogant."

In fact, that's what happened during the 30 days the Coloradans were encamped at Merzifon AB, located near a primary transportation route about 50 miles south of the Black Sea city of Samsun.

Their 18 A-7s flew more than 300 missions in support of Display Determination, the annual NATO exercise designed to re-emphasize and promote the coordination of multinational forces assigned to the commander in chief, Allied Forces Southern Europe, and to demonstrate NATO's readiness to deter aggression along its southern flank.

"It was a smashing success," was the assessment of Maj. Mitchell, a student at the Air Command and Staff College, Maxwell AFB, Ala., who deployed with the 140th to serve its commander as interpreter, negotiator, and adviser on military and civic affairs. "Whether it was going to schools or homes or playing volleyball and horseshoes with the Turks, there was a total cultural mix because the Guard people were prepared. They went overboard in fact not to offend anyone."

What Col. Hall termed "cross-pollination between the various professions" added another dimension to international understanding. "For example, their civil engineers talked with our civil engineers. Our Protestant and Catholic chaplains were taken to the mosque by some Turkish officers. A Turkish doctor visited our 'MASH' unit and then invited some of our people to go through his hospital."

"And our pilots spent a lot of time with their pilots," Col. Hall continued. "When we got there our pilots had to fly one day with the Turkish pilots to learn where the buffer zones were and to familiarize themselves with the many flying restrictions."

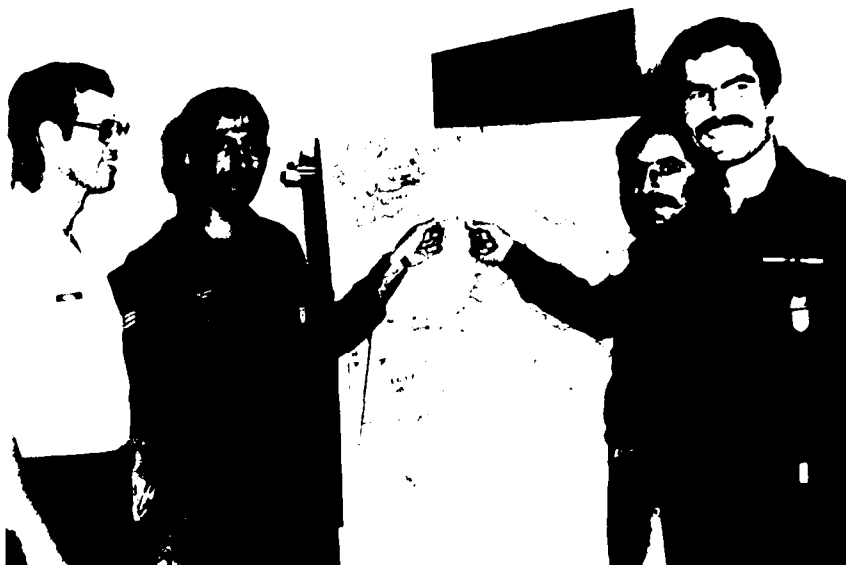
Both Turkish and American forces agreed their mutual feelings were expressed when Guard aircraft 001 appeared with a special message emblazoned on it in red letters: *Cihanda Sulh*, it read, a phrase meaning "peace in the world" and attributed in Turkey to Atatürk himself.

The message of friendship was clear, as well, when a well-coached Brig. Gen. John L. France, the Colorado adjutant general and the 140th TFW commander, welcomed the commander of the Turkish air base into his tent for dinner—making his welcoming remarks in the language of his guest.

Said Maj. Mitchell, "The Turkish general himself expressed his pleasure to me as to how well prepared the Americans were and how well the deployment had gone."

As for people like MSgt. Janet Wright, no, she never did blend in with the Turks in the towns of Merzifon and Samsun. But she did communicate with them.

People were impressed by any effort we made, she said. Nothing could beat those classes for preparing us. When we were in one of the shops, we had out our dictionaries and so did the Turks. Because of the classes we





CLOCKWISE (from above): Evening entertainment in tent city is provided by Capt. Gary Armentrout, Capt. Charlie Betts, and Maj. Joe Thomas. Transportation in Turkey includes the dependable donkey. A Colorado Air National Guard A-7 on the flightline at Buckley. Lt. Col. Jack Wilhite and Capt. John Hoffman clean their mess kits. Maj. William A. Mitchell is joined by members of the Turkish armed forces, SSgt. Mnezihi Ozgur, TSgt. Ibrahim Gozcu, and TSgt. Durmus Ozen, during class at Buckley. The three are students at Lowry Technical Training Center.

knew the sounds of their letters so we could look up words if we didn't understand them."

The Americans also found the Turkish youngsters eager to befriend them. "They'd come up to us anywhere," Wright continued. "At one point we had about fifteen kids following us around. The Turkish police, thinking the children were bothering us, started to chase them away. But we told them 'Tamam,' it was OK."

Looking back on his month in Merzifon's tent city, CMSgt. Myler was equally effusive. "It's a long drive—twenty hours in the air—but I'd go back in a minute. The Turks are really the nicest

people I've ever met. And the most honest people. You could leave a five-hundred-dollar camera on a street corner in a village and nobody would touch it."

Could everyone have shared the first sergeant's attitude? "Well, I didn't hear more than two or three negative comments the whole time we were there," he said. "And they weren't about the people or the culture, but more of a general nature. You know, some people wouldn't like to go to summer camp if it were in Greeley, Colorado."

But the mutual respect so much hoped for by the Colorado unit was there in abundance. "People were simply bending over backwards to help," the chief continued. "It would have been tough to get into trouble."

"In fact," said Col. Hall, "the Turks bailed us out on a number of occasions. For example, we got there and found that the mess tents hadn't been included in the deployment equipment. So they let us use an old quonset hut they had, although that hadn't been part of our memorandum of understanding. It worked out a lot better than the tents would have."

Back in Colorado, the Turkish placards have disappeared from throughout the headquarters of the 140th Tactical Fighter Wing, but the lessons of last summer have not been forgotten. Those in the Colorado Guard are convinced that similar cultural orientation programs would benefit other Guard units preparing for deployment to almost any country.

As for the Academy professors who made it all possible, they are still, in the disciplined manner of social scientists, reserving official judgment until they have evaluated the results of pre- and post-tests administered to those who attended the classes. According to Lt. Col. Reddel, "We have tried to be systematic in our approach. And we plan for our research report to be a record of what was accomplished through the orientation."

"But given the time we had to put the program together, we feel fairly confident that we were successful."

For those Colorado guardsmen who had bargained for Meerschaum pipes in the language of the Turkish shopkeepers, toured the 4,000-year-old Hittite tombs at nearby Amasya with an understanding of the ancient culture, and performed their mission alongside much-respected NATO allies at Merzifon, there was no doubt of that. ☛

toward farsightedness

"Our linguistic and cultural myopia is losing us friends, business, and respect in the world," wrote former Sen. J. William Fulbright not long ago.

He's but one of many who have lamented the shortage of capable linguists in our embassies and in foreign diplomacy, in international trade, and in other endeavors where not only versatility in oral and written communication is essential but also an intimate understanding of the subtleties of body language as well. The message more likely than not may be in the eyes, in the hands, in a crossing of the legs, or in a step taken to close the gap between two people.

They are right, of course, as those who have ventured into another culture without adequate preparation would readily affirm. But then, Lederer and Burdick warned us about that, too, in *The Ugly American*.

Fulbright's conclusion was that "we need all the versions of international cultural and educational interchange we can create if the growing parochialism of Americans, both old and young, is to be replaced with knowledge and understanding."

It is heartening to note, then, if you read "*Merhaba, Merzifon*" on page 2, that members of the Colorado Air National Guard together with the Air Force Academy have taken what should be only the first step in correcting that nearsightedness diagnosed by Fulbright.

A series of classes in Turkish language and culture prepared 140th Tactical Fighter Wing units at Buckley Air National Guard Base for deployment to the interior of Turkey where, they were certain, they would need to go at least halfway to bridge the gap in language and culture.

Armed with 10 weekends of *Turkce*, they were far from fluent when they reached Merzifon Air Base. But they knew, as a minimum, how to say "good morning," "thank you," and "excuse me." And they knew, for example, not to stop a rolling Turkish coin with their foot. To do so would be sure to offend. It would be like stomping on Ataturk himself, whose image is on the lire. Or in a Turkish home, not to kiss an adorable baby on the back of its head, thus bringing immediate bad luck to the child.

In applying their understanding of a foreign language and culture, the people of the Guard gained a satisfaction that always seemed to be missing from high school language classes. For in Turkey they found their efforts paying off immediately in terms of mutual respect and loyal friendships made with some of our most important allies.

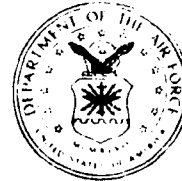
They may indeed be onto a cure for that linguistic and cultural myopia.

AIRMAN, March 1980 (inside back cover)

ATTACHMENT 15

Supplement

to the Air Force Policy Letter for Commanders



From the Office of the Secretary of the Air Force

MARCH 1981

Changing Attitudes about Foreign Cultures

The success of the Colorado Air National Guard's deployment in 1979 to Turkey was described in the March 1980 *Airman* magazine article "Merhaba, Merzifon." In the deployment, part of 30-day exercise "Display Determination," the Guard's 140th Tactical Fighter Wing flew 384 sorties. Some 485 people and 18 A-10 aircraft were involved. Now, in an Air Command and Staff College student research report, Maj. William A. Mitchell outlines the unique orientation course that prepared Guard members for that deployment.

The major's report is titled "Colorado Air National Guard Deploys to NATO's Southern Flank: A Case Study in Geographic Education."

In the study, Major Mitchell explained how the education program came about. He wrote, "There was no doubt by the 140th Tactical Fighter Wing commander and his staff that for mission success the guardspeople needed accurate knowledge about Turkey's geography, history, language and politics." The expertise to provide an orientation this broad was provided by Air Force Academy staff members - a

group that included Turkish scholar Mitchell.

The major outlined the program, as twofold. "First, it was designed to provide basic knowledge about Turkey. Second, it was structured so that Guard members, as nearly as possible, would develop a positive attitude toward Turkey."

The lesson from all this was summed up by another prime mover in the project, Col. James C. Hall, director of public affairs for the COANG. In a letter to the Air Force Service Information and News Center he wrote, "We are not the only ones who have benefited from this experience. Using course outlines and materials provided to us by the Academy, Air Guard units in Nebraska and Georgia have prepared their people for subsequent Turkish deployments... It is our belief that there are still other Guard, Reserve and active Air Force units who, after reading this study, may be able to find ways to apply our solution to their own situation."

Professional Development
newsletter,
Air Force Public Affairs

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ATTACHMENT 16



National Guard, November 1979, Vol. XXXIII, No. 10,
pp. 12, 13, 14, 29.

The plan for a deployment to this Near East nation started with doubts—but finished in a blaze of friendship and goodwill.



When they said we were going to Turkey for a joint exercise that didn't sound too bad. When they said we would be going "bare base" it began to lose some of its attractiveness. (A "bare base" is a base with only an air strip and a nearby water supply. No buildings and no equipment. All else needed for living and working must accompany the unit using the air strip).

Misgivings about this deployment started to mount when we got the word that in addition to living in tents we would be using slit trench latrines, there would be no laundry facilities, infrequent showers and no electricity. When they told us we would be on combat rations the only consolation was that everyone on the "fatboy" program would be ahead of the game when we returned.

Then the rumors began about our hosts—the Turks. Words spread that none spoke English, that they hated Americans, that if you didn't die of dysentery you would probably get shot by Turkish radicals.

This last item was not easily dismissed as several Americans had been shot for no apparent reason in recent months. The knowledge that sixteen provinces

Four A-7s overfly a Turkish minaret (opposite page). Turkish phrase on aircraft (above) means "Peace in the World." Colorado airmen, shown shaving below, found the "bare base" at Merzifon true to its name.



were under martial law only reinforced feelings of uneasiness.

Some of the rumors about the Turks and a better understanding of the political, economic, geographical, and historical situation in Turkey were rectified by a ten-week language and Turkish culture class produced by members of the Air Force Academy staff. Afternoon and evening sessions were held once a week and were open to everyone going to Turkey. Evening classes gave those who did not work on base or who could not get away from their jobs during the day a chance to attend. Classes were repeated on drill weekends and were also videotaped so anyone missing a class could keep up.

The language portion began with courtesy phrases such as "hello, what is your name? My name is... Thank you..." From there we were taught to count, to ask how much items cost, to tell time, and to order meals in restaurants. Cultural classes covered everything from "culture shock" to Mustapha Kemal Ataturk's impact on westernizing Turkey in the 1920's, to the current political situation.

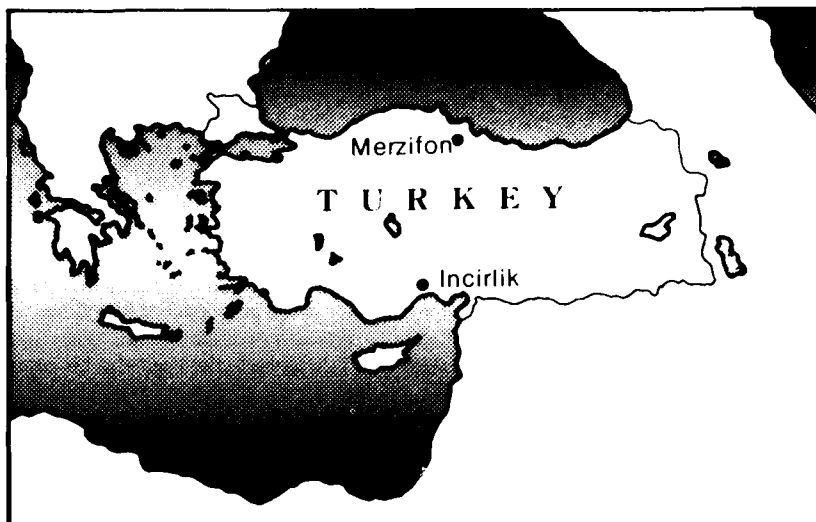
As the classes progressed, those in at-

tendance began to feel more comfortable about this coming journey. If we still had misgivings they would be rapidly dispelled on our arrival.

At Merzifon Air Base, Turkey, the sight of over 60 tents were reminders of pictures I had seen of Vietnam before hardened structures had been put in. I had never lived in a tent and knew this would be an unforgettable experience. The tents housed everything from maintenance control to the NCO and Officer's Club. The only items not under tent roofs were the dining hall (housed in a quonset hut), Tactical Operations, in the only "real building" at the American end of the base; and the famed "slit trench latrines." (Although not the first Air National Guard unit to go "bare base," these were, according to the National Guard Bureau, the most austere field conditions yet encountered by any Air Guard unit).

Everything was nearly ready for operation, courtesy of Civil Engineering personnel from Hahn Air Base, Germany. They arrived several days before us to set up housekeeping and had done an excellent job considering it had rained enough to flood out a good portion of the base and there had been a problem getting enough wood to make floors for the tents. It was hard adjusting to the mud

Colorado "Tent City" located about 100 yards from range provided excellent view of Air Guard A-7's on bombing runs.



for those first few days. You kept trying to keep your boots clean but the clay just hung. The more you walked around the taller you got.

Rumors about the electricity and laundry facilities were unfounded. All the tents had 110-volt current and although your hairdryer or electric razor might run a little slower because it was only 50 cycle, it worked perfectly for American products. Four automatic washers sat out side the shower tents and were run often enough to satisfy our needs.

As for C-rations—they had been issued to the Civil Engineering crews but upon our arrival the dining hall was open and

the cooks demonstrated excellent culinary skills.

The first few days seemed to drag as we waited for floors to be completed and more tents to be pitched so that we could begin unpacking mobility boxes. After unpacking, there was nothing to do but wait for the main contingent to arrive. We could not go downtown because we did not yet have our Turkish identification cards.

No song ever sounded sweeter than the drone of the C-130 engines as they rolled in with the 216 Coloradans who would spend the first two weeks in Merzifon. In the midst of the arrival of the passenger/cargo birds, the first element of A-7s began to arrive. Brigadier General John L. France, Wing Commander and State Adjutant General, led the flight. He was met by Tugg General (Brigadier General) Vasri Tunc, Commander 5th Turkish Air Force; Major General Kenneth D. Burns, Commander, The U.S. Logistics Group (TUSLOG) at Ankara, and Major General Melvin G. Bowling, Deputy Commander, 6th Allied Tactical Air Force at Izmir. In his message to "the world," General Burns said, "Looking superbly precise and sharp, 18 A-7s from the 140th Tactical Fighter Wing, Buckley Field, Colorado, led by their Commander, Brigadier General John France, landed on time at Merzifon Air Base, on 21 September 1979. The jubilation of the aircrews and their support elements in the wake of such a long and successful deployment is exceeded only by the unit's enthusiasm for the task at hand."

The task at hand was DISPLAY DETERMINATION. Designed to reemphasize and promote coordination of multinational forces assigned to the Commander-in-Chief, Allied Forces Southern Europe

(Continued on page 39)



Colorado Corsairs Over Turkey

(Continued from page 14)

and to demonstrate NATO's readiness to deter aggression along its southern flank, the exercise involved five nations—Italy, Portugal, Turkey, the United Kingdom and the United States.

In addition to the deployment to Turkey and setting up of operations at forward sites, the key element of DISPLAY DETERMINATION was an amphibious assault landing by Marines of NATO allied forces under cover of fighter aircraft at Caros Bay on the Aegean Sea.

General Bernard W. Rogers, Supreme Allied Commander of Europe and NATO commander, indicated "these exercises allow each nation to pursue its own national training objectives while achieving the NATO goal of greater benefit of all from the experiences of each. These exercises serve to validate our procedures, check out our equipment and train our soldiers and our leaders. The payoff within the national effort is extremely high."

The 140th TFW contribution to the exercise involved roughly a 10,000 mile trip to Merzifon Air Base in northern Turkey. It proved the oft-proposed concept of deploying an Air Guard unit to a "bare base" in a NATO nation, having it operational in a matter of hours, and contributing air support to an exercise as soon as possible, is not rhetoric, but fact.

Over 300 sorties were flown in support of the month-long exercise. These included orientation flights for pilots, range firing activity, close air support missions and special support missions.

During one of these sorties, the unit completed a flying mile-stone. Aircraft 001 logged the 1 1/4 hour flight to clock 25,000 hours. The aircraft, one of the oldest in the A-7 inventory was flown by General France. After logging the time with 001's crew chief, Master Sergeant Charles Hoffman, France noted that the Colorado ANG Guard has come a long way since first receiving the A-7 in April, 1974.

"This 25,000 hours truly represents a great team effort," France said. "We have the finest maintenance team around. They, along with our support people are the backbone of the effort. We now have made three ocean crossings with this aircraft—one to Holland, one to

Panama and this last one to Turkey. The A-7 is one fine bird and will continue to serve us well."

Aircraft 001 also gained recognition by acquiring a Turkish name. The Turkish phrase "Cihanda Suhl" (Peace in the World) was coined years ago by the Turkish patriot, Mustapha Kemal Ataturk. Both Turkish and American forces agreed the sentiment expressed the feelings of the personnel at Merzifon.

Ataturk compares to our George Washington as the Father of his country. He pulled Turkey out of the Middle Ages and helped to build a modern republic in ten short years. Among his accomplishments while a four-time president of Turkey were the separation of church and state, full rights for women, compulsory education, and the establishment of the beginnings of a modern industrial system. His place in Turkish history is evidenced by numerous statues and portraits of him throughout the countryside.

If the Turks indeed hated Americans it was a well-kept secret. They were possibly the most hospitable people I have ever encountered. The children were especially curious about Americans. They would gather in groups and decide who was going to say something in English. Usually the phrase was "What is your name?" Then they would be so pleased with themselves they would begin to giggle. If you responded in any way they would willingly escort you around town. The fierce Turkish pride was evident even in the smallest of children. They wanted to show you their schools, museums, Mosques, and tell you how some of their structures were built during the Ottoman Empire and explain what they were used for. They were eager to try their English and it was as common to see a Turkish child with a Turkish/English dictionary as it was to see the Americans with one.

A common tradition with the Turks which struck every American as gracious and hospitable was the serving of "cay" (tea). If you entered a store and stayed any length of time, invariably one of the kids was sent out to bring back tea. The Turks would insist that you be seated and drink tea with them. They didn't care if you bought anything—they

just wanted to have you visit with them.

The Turkish lessons proved to be extremely helpful in forming an instant rapport with the Turks. They seemed impressed with our efforts. Combining the natural Turkish hospitality and this little effort on our part to speak even rudimentary phrases created very positive and excellent relations.

Considering the extreme misgivings we may have had before the deployment a lot of attitudes were reversed. After arriving back home we were asked to fill out questionnaires giving our opinion of the Turks and the deployment. When the questionnaires were collected not one was negative.

To find so many positive attitudes about a deployment spent in tents with no heaters during temperatures below 30 degrees, shaving in cold water outdoors, and using crude privies only reinforces General Burns' statement that "the jubilation of the aircrews is exceeded only by the unit's enthusiasm."

●Master Sergeant Janet Wright, a member of the Colorado Air National Guard, is the senior non-commissioned public affairs specialist at the Buckley ANG Base and is Editor of *Buckley Contrails*

ATTACHMENT 17

Buckley CONTRAILS



VOL XVII No. 10
Buckley AFB Base
October 20, 1979

Guard completes Turkey assignment

With the arrival of a Lockheed C-5A on Tuesday night with 33 passengers and 47 tons of equipment aboard, the Colorado Air National Guard's participation in the North Atlantic Treaty Organization (NATO) exercise "Display Determination" drew to a close.

For the 140th Tactical Fighter Wing and its commander, Brigadier General John L. France, the involvement of more than 500 of Colorado's "citizen-soldiers" had stretched some 30 days.

Utilizing the annual summer field training times for 1979 and 1980, the Colorado Air Guard was able to participate in the annual NATO exercise involving allied troops in southern Europe this past month.

"Display Determination" was designed to re-emphasize and promote coordination of multinational forces assigned to the Commander-in-Chief, Allied Forces Southern Europe and to demonstrate NATO's readiness to deter aggression along its southern flank, primarily in the area of Turkey.

In addition to the deployment to Turkey and the setting up of operations at forward sites, the key element of "Display Determination" was an amphibious assault landing of Marines from NATO allied forces under cover of fighter aircraft at Saros Bay on the Aegean Sea. Thousands participated.

General Bernard W. Rogers, Supreme Allied Commander of Europe and NATO commander, indicated "these exercises allow each nation to pursue its own national training objectives while achieving the NATO goal of greater benefit of all from the experiences of each. These exercises serve to validate our procedures, check out our equipment and train our soldiers and our leaders. The payoff within the national effort is extremely high."

The 140th TFW contribution to the exercise involved roughly a 10,000 mile trip to Merzifon Air Base in northern Turkey. It proved the oft-



HOME ARE THE WARRIORS—Members of the Colorado Air National Guard return from the second two-week tour at Merzifon AB, Turkey. Over 500 Air National Guardsmen spent their annual field training in support of a NATO exercise in southern Europe.

proposed concept of deploying an Air Guard unit to a "bare base" in one of our NATO allied countries, have it operational in a matter of hours and contributing air support to an exercise as soon as possible is not rhetoric, but fact. (A "bare base" is a base with only an air strip and a nearby water supply. No buildings and no equipment. All else needed for living and working comes with the group using the air strip.)

It can be done. The 140th did it and was one of the first Air National Guard units to accomplish the feat.

Over 300 sorties were flown in support of the month long exercise. These included orientation flights for the arriving pilots, range firing activity, close air support missions and special support missions. Units from Italy, Portugal, Turkey, the United Kingdom and the United States participated in the exercise.



WELCOME HOME DADDY—Ary Neary is delighted to see Daddy Al Col Don Neary, Air Commander, after his 30 day trip to Turkey.

Commander's Comments



LtCol Donald O. Neary

Air Commander

Coronet Rider is over for the most part; once the after action reports, etc., will have to be completed. In terms of success, I feel that we have met the challenge. I feel that we have gained an experience that we shall never forget.

Much of the apprehension that I felt about going to soving was a natural instinct concerning a new and definitely unknown situation. However, my Turkish friends that we met and who were with us there will, I am sure, be in the future.

I would like to express my appreciation to the personnel involved in the operation. I am proud to be a member of the General Air Station Guard in Turkey and feel that we could be the only 5th Turkish Air Force) and all of the Turkish personnel within his command were appreciative of all that you folks did in so many ways to show our hospitality towards them.

I am certain that those of you who have addressed will write and send these photographs (which I took of those children and families in Turkey) to them. It will mean so much to them to receive these photographs from America.

The complete impact of this deployment is not yet evaluated for some time; however, I feel extremely confident that your performance and your attitude while in Turkey will have an intense impact on our relations between Turkey and the United States. This deployment has been monitored by all levels within our military and civilian structure, even to the highest levels, and the record you have set is now history--and one that you can definitely be proud of.

Buckley CONTRAILS



The Buckley Contrails is an official Class I Air Force newspaper, published monthly, subject to scheduled training assemblies for the personnel of Buckley ANG Base, Aurora, Co.

Opinions expressed herein do not necessarily represent those of the USAF or its agencies.

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Printer: Mr. Ben Ferris

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HALP.

If you have a question you wish like answered by the Commander, send your question to Commander's Editor, Buckley Contrails, Room 2155. If you do not see your answer in the Contrails, this means your question will be answered separately and given back to the Editor to send to you.

25,000 hours

Unit hits flying milestone

At the 25,000-hour mark at Meacham AFB, the 49th Tactical Fighter Squadron, 72nd Tactical Fighter Wing, has reached a significant milestone. The unit, which has been flying since 1954, has accumulated a total of 25,000 hours of flight time.

Presented to the unit by the 72nd Tactical Fighter Wing, the milestone was celebrated with a ceremony at Meacham AFB.

The milestone also marks the 25th anniversary of the unit's formation. The unit was formed on April 1, 1954, and has since been a part of the 72nd Tactical Fighter Wing.

Over the years, the unit has been involved in many operations, including the Vietnam War. The unit has also been involved in many other operations, including the Persian Gulf War.

The unit's 25th anniversary was celebrated with a ceremony at Meacham AFB. The ceremony was attended by many guests, including the 72nd Tactical Fighter Wing commander.

The unit's 25th anniversary was also celebrated with a flight. The unit flew a formation of 10 F-4E Phantom IIs over Meacham AFB.



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A-7 carries Turkish message as name

The striking red letter "A" on the nose of the A-7 Corsair II fighter jet has been changed to a white "A" with a red outline. The change was made to honor the Turkish people, who have been the primary customers of the aircraft. The new name, "A-7 Turkish," was announced by the manufacturer, Northrop.

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Contrails

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3

On 9 October, in Saros Bay, Turkey, I had the personal and professional pleasure of observing an inspiring demonstration of the southern region's ability to project power ashore.... Forces from three nations joined together to execute the most difficult of all military operations, the amphibious assault. This was the largest and by far, the smoothest amphibious landing I have observed. ...each man, each unit, each commander who participated in this complex operation can stand tall with the pride of accomplishment, similarly, each nation can be proud of its forces and their professionalism.

...my sincere congratulations to all participants. Well done.

H.E. SHEAR, Admiral, USN
CINCSOUTH

Display Determination 79 was a highly successful exercise for USAF with several "firsts" being accomplished. We are extremely proud of you and your personnel for aggressively and safely demonstrating the ability to support the NATO southern region. Please accept and convey our sincere appreciation to all who supported and participated in Display Determination for their enthusiasm, dedication and hard work.

JOHN W. PAULEY, General, USAF
CINCUSAFE

This exercise has provided one of the largest and most complex air scenarios in our southern region live program. The results have been gratifying and have clearly demonstrated the joint and combined training and operational benefits of such employment of NATO air forces. The individual initiative, professionalism and enthusiasm exhibited

by every participant throughout the planning and execution have resulted in one of the most outstanding exercises in the southern region. Please accept and convey my appreciation, respect and admiration to all for the successful conduct of air operations during this exercise. Well done.

DEVOL BRETT, LtGen, USAF
COMAIRSOUTH

...I wish to add my personal congratulations to all participants in Display Determination 79. The efforts expended in planning, coordinating, and executing this exercise have been extensive. I am aware of the many problems in logistics and communications to get personnel settled.... However, the professionalism demonstrated, such as that of the AOA observer program on 9 Oct, where weather was a factor right up to the last moment, was never better. In reviewing past exercises conducted during my several years with NATO, I believe our lessons learned and progress made toward mutual goals in Display Determination 79 exceeds all others.

The airmanship demonstrated by all aircrews was highly commendable. Flying the multitude of sorties into the extremely restricted airspace allotted for TASMO and AOA operations, without incident, is a tribute to your professional expertise.

My praise is not meant for the aircrews only for I realize that without the dedicated efforts expended by the support, maintenance, and staff personnel, the sorties could not have been flown. Therefore, please extend my personal appreciation for a job well done to all involved in this major exercise.

VECDI OZGUL, LtGen
Commander, 6th ATAF

Well done!

RECEIVED: The following are comments from messages to the unit during and after its deployment to Turkey.

Buckley CONTRAILS

Vol XVII No. 11

Buckley ANG Base

November 3, 1979

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CCAF degree can help you get commission

Community College of the Air Force recently offered clarification on the use of hours in support of Air Guard commissioning and other advancement programs.

CCAF made the statement in the light of a query by the National Guard Bureau concerning the validity of such a practice.

The response said that "CCAF most certainly concurs that the CCAF degree and/or transcripts satisfy all or part of the qualifications for entry into a related advancement program recognized by the NGB. An Associates in Applied Science degree from CCAF will reflect an absolute minimum of 64 semester hours (in any particular discipline that may be applicable). The aerospace oriented nature of our degree programs makes CCAF a logical base for such advancement program consideration."

All enlisted members of the Guard and Reserve or mobilization augmentees, are automatically admitted to CCAF providing they have satisfactorily completed appropriate entrance tests (AQT, AOE, etc.) and Basic Military Training.

Questions regarding CCAF registration procedures, programs, or degree requirements should be directed to TSgt Robert Nolan, CCAF monitor, ext 9425.

Welcome ABOARD

Fifteen airmen joined the Colorado Air National Guard during Oct. Their names and units of assignment are as follows:

Daniel R. Gay, 140th CAM
Lawrence D. Thomas, 138th TCFIt
Lawrence Mitchell, Hq COANG
Carlos Warfield, 154th TCFIt
Raymond Price, 140th Comm
Darlene Hollingsworth, 140th CSS
Russell Jackson, 140th CAM
Thrasher D. Carmichael, 140th CAM
Edward Cordova, 154th TCFIt
John P. Griffith, 140th CAM
Thomas C. Schultz, 140th TFW
Emelia J. Walkner, 140th Comm
Robert W. Barnett, 140th CAM
Ronald Wolford, 154th TCFIt
Katherine D. Barger, 140th CSS

Contrails



MAJES Maj. William A. Mitchell, tenured professor at the U.S. Air Force Academy, discusses the location of Merzifon Air Base, Turkey with members of that country's Armed Forces presently attending classes at Lowry Technical Training Center. Turkish students are (from left) SSgt Muezitli Ozgur, TSgt Ibrahim Gozcu and TSgt Durnus Ozcu.

Mitchell serves Air Guard well

Major William A. Mitchell, a tenured professor at the U.S. Air Force Academy, was lauded recently for his efforts during the Colorado Air National Guard's Coronet Rider exercise in Turkey.

For more than ten weeks prior to the deployment, Mitchell conducted classes for Guard personnel providing an introduction to Turkish language and customs. Sections of the course covered social customs, political situation, and U.S.-Turkey relations.

So extensive was the major's knowledge of American and Turkish military affairs that at the request of BG John L. France, State Adjutant General and Wing Commander, Mitchell was permitted a one week TDY from an Air Command and Staff College course to partici-

pate in advance party activities at Merzifon AB, Turkey.

While in Turkey, Mitchell's actions were observed first hand by Maj. Gen. John T. Guice, Director of the Air National Guard. Again, his work as both interpreter and advisor was so impressive, that an additional five-day extension was sought.

In the message requesting the extension, General Guice cited the major's "unique and expert talents" adding:

"We share the opinion of Gen. Basri Tunc, Commander, 5th Main Air Base, Merzifon, that Major Mitchell is invaluable to the ultimate success of this sensitive deployment...."

The request was granted by Air University, Maxwell AFB, Ala.

Recruiter training open to Guardsmen

The COANG is looking for individuals who are willing to attend 28 days of training to qualify for the most demanding, ungratifying, frustrating, rewarding job in the COANG.

The following are mandatory requirements for attendance of the ANG Recruiter course at Lackland AFB, Tx.

Must be in grades E-4 through E-7;

a minimum of one year service in the ANG; less than 36 years old; not be on flying status; no speech impediments; physical profile of 111111/2 acceptable in eyes and hearing; within weight standards of AFR 160-43; be of high moral character.

For more information on class dates contact SMSgt Candelaria, ext 9447.



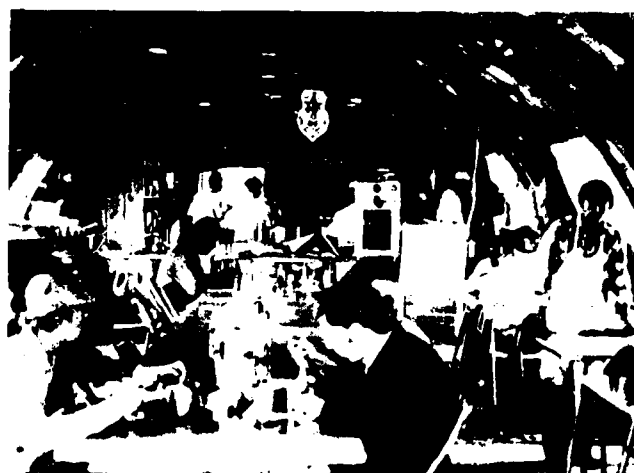
Flight instructor



Large radio antenna structure



Economy class



Propeller



Living at the edge of the camp



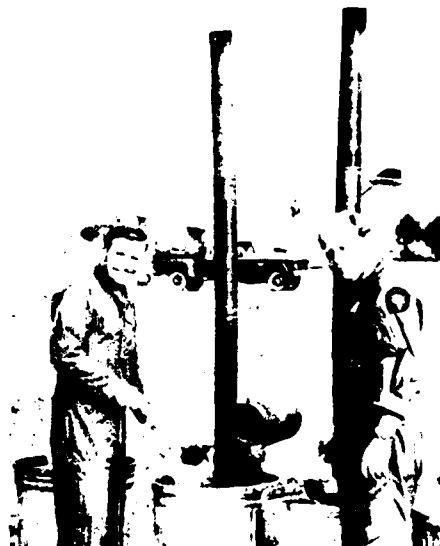
Gold water machine



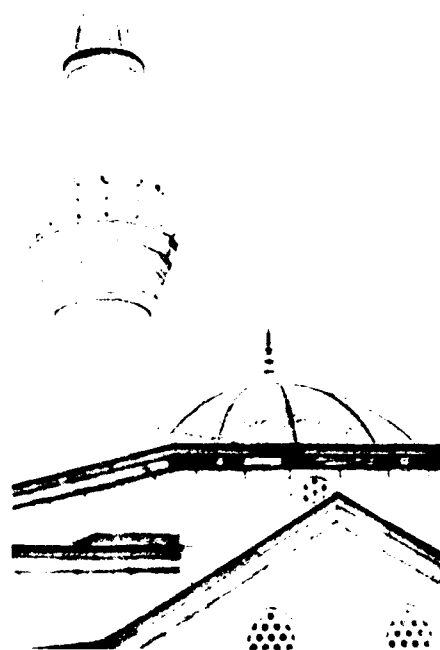
Azis Rentschert

Coronet Rider

the 140th
in Turkey



Over the pulled up



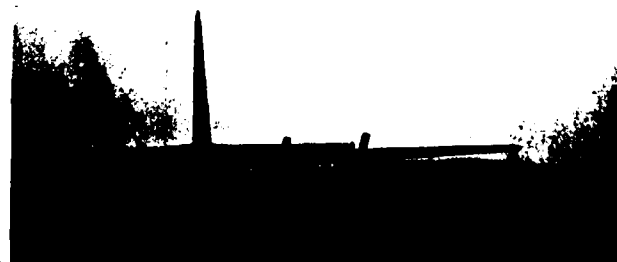
Moslem minaret



Preparing for debriefing



Arriving from the front



First leg of the trip home

Falconews is an unofficial newspaper published weekly in the interests of personnel at the United States Air Force Academy.

Page 2 — Falconews — Sept. 19, 1980

ANG representatives visit here, thank dean

**Capt. Bryant P. Shaw
Department of History**

Representatives from the Air National Guard Bureau and various ANG units visited here recently to express their appreciation for the academy's help in preparing for a series of deployments to Turkey and Greece.

Lt. Col. Jack Kier of the National Guard Bureau, Col. James Hall, state director of information for the Colorado ANG; Col. Richard Bertrand, commander of the 155th Tactical Reconnaissance Group (TRG), Lincoln AB, Neb.; and Maj. James MacMurray, commander of the 155th TRG's Combat Support Group, paid a courtesy visit to Brig. Gen. William A. Orth, dean of the faculty Sept. 12.

The ANG visitors noted the role of the academy's Middle East Studies Group in providing area orientation programs for Guard personnel prior to deployments to Greece and Turkey.

The purpose of the programs was to acquaint the ANG with the language and cultural, social, political and economic background of these countries. The ultimate objective was the establishment of good personal relations between the highly skilled Guards people and their Greek and Turkish counterparts. The overall success of the ANG

deployments, according to all of the visitors, was in large measure due to these cross-cultural programs.

The programs consisted of an interdisciplinary course of instruction including language, geography, culture, demography, history, and U.S. — foreign diplomatic relations. Lt. Col. Carl Reddel, department of history, served as overall coordinator for the course, with the special assistance of Maj. William Mitchell, the academy's expert on Turkey.

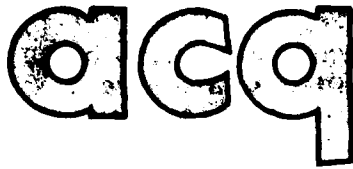
Maj. E. D. Menarchik, Capt. Mark Ewig, Capt. Clay Stewart, Maj. Frank Kyriopoulos, Capt. George Haritos, and Donald Bishop, International Communications Agency, also served as instructors.

Governor Richard Lamm of Colorado recognized the role of the Middle East Studies Group in the success of the Colorado ANG deployment to Turkey in a special ceremony here in February. Since that time, the Middle East Studies Group has assisted units of the Georgia, Nebraska and Mississippi ANG in preparing for joint exercises with the Turkish and Greek armed forces.

This visit of the ANG representatives to the academy is significant for two reasons. First, it highlights a unique example of regu-

lar Air Force support for the "total force" concept. More importantly, however, the visit pinpoints the critical link between intensive cross-cultural preparation for overseas deployments and the successful outcome of combined operations with our nation's allies.

ATTACHMENT 18



Volume I, Number 2: Autumn 1979

FOR THE FACULTY OF THE UNITED STATES AIR FORCE ACADEMY

USAF Academy Faculty Provides Training For Colorado Air National Guard Turkish Deployment

Faculty members from Departments of History, Foreign Languages, Political Science, and Economics, Geography and Management recently completed a three-month area orientation program for the 140th Tactical Fighter Wing of the Colorado Air National Guard in preparation for its deployment to Turkey. Under the direction of Lt Col Carl W. Reddel, DFH, coordinator for the program and with the special assistance of Major William A. Mitchell, DFEGM, coordinator for the Middle East Studies Group and the Academy's leading specialist on Turkey, members of the Middle East Studies Group offered a cross-disciplinary course of instruction in Turkish language, geography, culture, demography, history, religion, and U.S.-Turkish relations.

ATTACHMENT 19

111130Z OCT 79

FM 140TFW DEPLOYED MERZIFON AB TK//DO// (LTCOL DONALD O. NEARY)

THE FOLLOWING FIRST IMPRESSION REPORT IS SUBMITTED IAW CINCUSAFE OPORD 4827, DISPLAY DETERMINATION 79, AND STANDING EXERCISE OPERATION ORDER NO 1 AND THE WHITE PAPER.

1. GENERAL ANALYSIS: THIS WAS MOST LIKELY THE MOST CHALLENGING AND SUCCESSFUL DEPLOYMENT THE 140TFW HAS UNDERTAKEN. DISPLAY DETERMINATION HAS PROVIDED A POSITIVE STANCE WHEREIN BOTH UNITED STATES FORCES AND TURKISH FORCES HAVE HAD NEARLY 30 DAYS UPON WHICH TO INTERFACE. THE OVER-ALL ANALYSIS IS THAT THIS HAS BEEN A MOST REWARDING AND CHALLENGING EXERCISE. WE HAVE OBSERVED A POSITIVE ATTITUDE FROM OUR PERSONNEL IN WORKING WITH OUR TURKISH COUNTERPARTS, AND HAVE DEALT SUCCESSFULLY ON RESOLVING LANGUAGE AND CULTURAL DIFFERENCES. WITHOUT A DOUBT WE FEEL THAT THE IMAGE OF UNITED STATES FORCES WAS ENHANCED BY THIS EXERCISE.

5. COMMENTS: THE 140TFW, COLORADO AIR NATIONAL GUARD, HAS CARRIED ITS REPUTATION ABOARD TO WORK CLOSELY WITH THE TURKISH PEOPLE. WE HAVE SUCCEEDED IN OUR MISSION - TO WORK SIDE BY SIDE WITH A NATO ALLY. WE WERE RECEIVED MOST WARMLY AND FOUND THE SUPPORT RECEIVED EXCELLENT. THE TRAINING EACH OF US RECEIVED, BOTH AMERICAN AND TURKISH, WAS ACCOMPLISHED AND MADE POSSIBLE BY DEDICATED AND HARD WORKING PERSONNEL FROM EACH COUNTRY. WE ATTEMPTED IN EVERY WAY TO ASSURE A SUCCESSFUL INTERFACE, AND WE FEEL CONFIDENT OF SUCCESS.

6. RECOMMENDATIONS: EXERCISES OF THIS NATURE WILL STRENGTHEN OUR FORCES. DEVELOPMENT OF PLANS WHICH FOCUS ON EFFECTIVE INTERFACE TO INCLUDE ALL TYPES OF TACTICAL OPERATIONS SHOULD BE AN ESSENTIAL INGREDIENT. A PERSONAL TOUCH WITH THE ALLY BY SPEAKING THEIR LANGUAGE AND STUDYING THEIR CULTURE, AS WAS DONE PRIOR TO THIS DEPLOYMENT THROUGH 10 WEEKS OF CLASSES, I BELIEVE, HAS ASSISTED THIS UNIT IMMENSELY IN OUR RELATIONS WITH OUR ALLY.

040530Z OCT 79

FM COMSIXATAF

TO 140 TFW MERZIFON AB TK/CC

SUBJECT: COMSIXATAF'S WELCOME

PERSONAL FOR COMMANDER 140TFW FROM LTGEN VECDI OZGUL, COMSIXATAF.

1. I WANT TO WELCOME YOU AND THE PERSONNEL OF THE 140TFW/120TFS TO SIXATAF AND TURKEY. YOUR PARTICIPATION IN DISPLAY DETERMINATION 79 WILL MAKE THIS A MORE MEANINGFUL EXERCISE. FOR MANY OF YOU THIS IS YOUR FIRST VISIT TO TURKEY AND I HOPE YOU ARE FINDING IT A PLEASANT AND REWARDING EXPERIENCE. I HAD PLANNED TO VISIT WITH YOU AT MERZIFON AB THIS WEEK PERSONALLY AS SOME OF YOU KNOW BUT A MINOR MEDICAL PROBLEM PREVENTED IT.

2. YOU HAVE FLOWN SOME MISSIONS IN SUPPORT OF DISPLAY DETERMINATION 79 AND I AM IMPRESSED WITH THE PROFESSIONAL MANNER IN WHICH THEY WERE CONDUCTED. IT IS MY SINCERE DESIRE THAT THE REMAINING EXERCISE ACTIVITIES BE CONDUCTED IN THE SAME PROFESSIONAL MANNER.

3. YOU HAVE RECEIVED CINCSOUTH'S GUIDANCE ON RULES FOR FLYING OVER THE AEGEAN SEA. IT IS IMPERATIVE THESE BE FOLLOWED TO ENSURE A SAFELY CONDUCTED EXERCISE IN WHICH MAXIMUM TRAINING WILL BE ACHIEVED.

4. MY STAFF AND I ARE AT YOUR DISPOSAL TO RESOLVE ANY PROBLEM WITHIN OUR CAPABILITY. AGAIN, WELCOME TO SIXATAF AND GOOD FLYING.

ATTACHMENT 20

United States Air Force Academy Support
for the
COLORADO AIR NATIONAL GUARD
TURKEY INDOCTRINATION PROGRAM

Questionnaire

Instructions:

- Please do not put your name on this questionnaire. All answers remain anonymous.
- Please be frank and honest in your answers.
- Your reactions and attitudes are very important.

1. Sex: ☐ Male ☐ Female
2. Marital Status: ☐ Married ☐ Single
3. Your Rank: ☐ Officer ☐ Enlisted
4. Your Age: ☐ 17-25 ☐ 26-32
☐ 33-39 ☐ Over 40
5. Your Formal Education: ☐ 9-12 years
☐ High School graduate
☐ Bachelor degree
☐ Graduate school
6. Is this deployment to Turkey your first overseas experience?
☐ Yes ☐ No
7. Have you ever visited Turkey before? ☐ Yes ☐ No
8. Before the Indoctrination Program, did anyone tell you what Turks and Turkey are like? If so, please describe in a few sentences what you were told and whether the comments were favorable or unfavorable. _____

9. What did you think about going to Turkey when you first heard about the deployment (before the classes began)? _____

10. What do you think about Turkey now? _____

11. Are you afraid to go to a Turkish town alone? () Yes () No

12. How many Turkish phrases or words do you think you know?

() 0-4 () 5-10 () 11-15 () 16-20 () 21-25
() Over 25

13. If invited to a Turkish home, would you go? () Yes () No

If yes, do you feel you would have gone before the Indoctrination Program? () Yes () No

14. Please describe in a few sentences what you expect your experiences in Turkey to be like. _____

15. What is a "Turk" like? _____

16. Please comment on the most useful and least useful parts of the indoctrination classes. _____

17. How many classes did you attend? () One UTA () Two UTA's
() 1-2 Friday classes () 3-4 Friday classes
() 5-6 Friday classes () 7-9 Friday classes

ONLY FOR GUARD PERSONNEL WHO HAVE NOT ATTENDED
TURKISH CLASSES

Questionnaire

INSTRUCTIONS:

-- Please do not put your name on this questionnaire. All answers remain anonymous.

-- Please be frank and honest in your answers.

-- Your reactions and attitudes are very important.

1. Sex: ☐ Male ☐ Female
2. Marital Status: ☐ Married ☐ Single
3. Your Rank: ☐ Officer ☐ Enlisted
4. Your Age: ☐ 17-25 ☐ 26-32
☐ 33-39 ☐ Over 40
5. Your formal Education: ☐ 9-12 years
☐ High School graduate
☐ Bachelor degree
☐ Graduate school
6. Is this deployment to Turkey your first overseas experience?
☐ Yes ☐ No
7. Have you ever visited Turkey before? ☐ Yes ☐ No
8. Has anyone told you what Turks and Turkey are like? If so, please describe in a few sentences what you were told and whether the comments were favorable or unfavorable. _____

9. What did you think about going to Turkey when you first heard about the deployment? _____

10. If you have changed your opinion about Turkey, explain how and why it has changed? _____

11. Are you afraid to go to a Turkish town alone? () Yes () No

12. How many Turkish phrases or word to you think you know?

() 0-4 () 5-10 () 11-15 () 16-20 () 21-25
() Over 25

13. If invited to a Turkish home, would you go? () Yes () No

OPINION SURVEY OF ALL GUARD PERSONNEL WHO DEPLOYED
TO TURKEY

This information is being collected for an academic study of the Colorado Air National Guard's deployment to Merzifon, Turkey.

Please be frank in your answers.

Do not use your name on this questionnaire.

All answers remain totally anonymous.

- [illegible]

10. What is a Turk like?

11. Did the language training prove useful?

1	2	3	4	5	6	7	8	9	10
not at all								absolutely	
								essential	

12. Please describe how knowledge gained from classes was applied by you while in Turkey.

ATTACHMENT 21

PLEASE DESCRIBE HOW KNOWLEDGE GAINED FROM CLASSES WAS APPLIED BY YOU WHILE IN TURKEY.

1. The customs & religion.
2. Mainly the vocabulary. The do's and dont's when conversing with Turkish people.
3. Adhering to their customs.
4. Used the language to converse with the military people and to purchase items in stores, and to converse with people in towns and people.
5. While meeting the Turkish people.
6. I had an insight as to Turkish attitudes toward Americans. What their customs were and could act accordingly.
7. I used the language frequently and knowing their culture it was easier to understand them. I personally had a wonderful time. It is an experience with a different culture that has proven to be one of the best things that has ever happened to me.
8. I used the language training in doing business in the towns and cities that we visited. Also, in communicating with townspeople we met on the streets and shops.
9. In conversing with Turks in town and on base.
10. Customs, courtesy, made me much more at ease while there.
11. It helped me to deal with the Turks in a positive way and to find out more about their way of life through meeting and talking with them.
12. The basic phrases and the outlook of the Turks were useful in presenting my best side and having a positive attitude.
13. I was able to communicate with the Turks more easily than if I hadn't had the classes.
14. Visiting with Turkish officers. Visiting with shop owners. Respect of customs/religion.
15. Basic language was useful.
16. While conversing with the Turkish people and merchants, speaking their language appeared to please the Turks and cemented our day to day relationships with pleasantries. Speaking the language was a lot of fun and made me feel a part of their society even if only for brief moments.
17. Improved my attitude.

19. Able to observe peoples reaction to US better, could understand very small bits of conversation.
22. Could get basic ideas across and was treated better by the Turks because I had shown that I had taken time to learn their language. Also managed to stay out of trouble by not doing anything stupid.
25. Visiting in the local community & in Turkish homes customs, political backgrounds, history all played an important part. With the elections so close to our visit, that info was really good.
26. It helped me communicate with the Turks and it gave me a better mental attitude toward the deployment.
27. By permitting me to be knowledgeable while dealing with both military and civilian Turks.
28. In conversations and discussions with Turks. Basic knowledge of Turkish history, customs, etc. were recognized and appreciated.
29. The cultural orientation was very helpful, it gave you a consciouness that has an excellent basis to begin our visit.
71. Provides enough insight into Turkish culture, history and customs so you avoid stepping on your _____.
72. I went into the situation with a much better idea of where the "opponent" was coming from. It gave me an extremely useful tool, or weapon, to get my mission accomplished.
74. Knowing the alphabet helped in finding words.

PLEASE GIVE YOUR OPINION OF THE AFA INDOCTRINATION PROGRAM.

1. Very good, above average.
2. I had the opportunity to attend a couple of the classes. The classes I attended were excellent.
3. Very good program. Should have had more classes.
4. It was very good, informative and useful.
5. Good, but could have been better.
6. Very good.
7. I think it was valuable. Good impressions were made by the ANG because of this program.
8. I felt that the program overall was excellent.
9. Excellent, would not like to go to any country without it.
10. Excellent
11. Excellent
12. A great idea. Should be used in Regular AF for those to be stationed in any foreign country.
13. I think it was totally worthwhile.
14. Excellent.
15. Only attended one session.
16. Excellent - All foreign deployments should be like this.
17. Good.
19. Was very good, to bad more could not attend.
22. Quite good.
25. Good program, informative.
26. I thought that it was extremely helpful.
27. Good but limited - still a great help
28. Well prepared and presented.

- 29. Fair, history presentations were helpful as well as language.
- 71. O.K.
- 72. Absolutely outstanding. The single most important factor in the success of the deployment.
- 74. Great. More people should have been able to attend.

PLEASE GIVE YOUR OPINION OF AFA INDOCTRINATION PROGRAM.

Very good Above average	5
Excellent	7
Informative	2
Useful	1
Good	5
Could have been better	1
Valuable	1
A great idea	1
Totally worthwhile	1
Great	1
Adequate	1
Fair	2
Okay	2
Good program	1
Extremely helpful	1
Great help	1
Good but limited	1
Well prepared	1
Well presented	1
Absolutely outstanding	1
Responsible for success of mission	1
Did not attend	49

COULD THE PROGRAM HAVE BEEN IMPROVED?

1. No response.
2. I felt the program, what I saw of it, was presented very well. No complaints.
3. I think he could have had more info on the way the Turks lived in the large cities, than in the small communities.
4. More basic facts, more basic language phrases.
5. More history.
6. In my opinion it was very up to date. I hope it will continue, AF wide.
7. No response (misread the question)
8. I felt that the program, overall, was excellent.
9. No.
10. Would have been hard to improve.
11. Would have been helpful to have had more historical info on cities in the Merzifon area.
12. I did not get to many classes, but generally was impressed with what I saw and what others told me about it.
13. The only improvement I could think of would be to lengthen the language portion.
14. No.
15. Unable to comment due to inability to attend.
16. (Improper response)
17. (Improper response)
19. More time.
22. Blank
25. More language drill.
26. Blank
27. Could have been longer.

- 28. Smaller groups for lang. portion & conversational usage of language.
- 29. Yes, classes could have had more analysis on language. Additional instruction in smaller groups would have been more helpful.
- 71. Blank
- 72. More conversation with the instructor in Turkish. More lead time before deployment to practice.
- 74. Could have had more on conversational approach.

WHAT IS YOUR OPINION OF MILITARY TURKS?

1. No nonsense, very strict military bearing.
2. Most of them a little apprehansive in starting a conversation but I feel this was because of their discipline.
3. Very military oriented. Wish we had more military bearing.
4. They believe in the job they are doing, they don't act like they are playing a game, their security is very important to them.
5. I had friend that were Turks but a good answer can't be given because all of the Turkish military was hand picked.
6. Friendly.
7. They were friendly and talkative. I was very impressed with all the people in Turkey.
8. They seemed to be very competent and follow orders to the letter.
9. Friendly, practical, generous, proud.
10. Dedicated, motivated, professional.
11. More formal in rank distinction but easy to talk to.
12. They seemed to have a great respect or fear of authority. Were helpful & courteous.
13. They seemed a little bit aloof, but otherwise o.k.
14. Very friendly and courteous.
15. Receptive and helpful to Americans on the deployment.
16. Very courteous and outgoing.
17. They had little or no respect for their conscript.
18. Good.
19. Do not like conscript program. NCOs well prepared.
20. Excellent military attitude, we could take some lessons from them.
21. Very good bearing.
22. Very friendly, willing to give you a chance and helpful.
23. Professional, no nonsense attitude, very courteous and hospitable.

24. All military, serious on security.
25. Good pilots, patient, competent.
26. They are highly motivated well-trained professionals.
27. Great discipline and well trained.
28. Proud and disciplined. Somewhat reserved and "on guard" initially, but relaxed with interaction.
29. Very professional, extremely well disciplined.
30. O.K., but I wouldn't want their time in grade.
31. Very rigidly trained.
32. Helpful, when needed, also friendly.
33. Extreme military bearing.
34. Difference in little ways than we do.
35. Very obligated to do what they are supposed to do.
36. Very high.
37. They don't seem to have very many fights.
38. Well trained and eager to assist.
39. Very helpful, could put up with dumb Americans and still smile.
40. Friendly.
41. Really no different than any military person. They treated us beautiful.
42. Very friendly - helpful.
43. Friendly, eager to please, very serious about protocol.
44. Eager to prove they were as good as you friendly.
45. Real nice people. Very proud.
46. Very military. It was a bit frightening to watch them. They took their jobs seriously.
- 47.
48. Worthwhile allies.

49. Very sharp and ready to fight.
50. Good.
51. Cooperative, well disciplined. Almost a "living fear" discipline.
52. They were great.
53. Hospitable, friendly. Well disciplined, possessed of an intense love of country and hatred of Russian bloc.
54. Very polite, helpful, friendly.
55. Nice & friendly. They went out of their way to help.
56. Not in any real order.
57. Cooperative and also friendly.
58. These professionals were amazing. I was privileged enough to be invited to several work areas. They take their job seriously. The rank structure is clearly defined and works. Knowledge is rewarded with rank and respect. The less one knows, the more he is shunned. I saw the effects of our embargo. They are making do with old junk. The helmet were so bent they used only one headphone. I had to repair two oxygen masks with spares from my tent. Their appreciation for this was heartfelt.
59. Seemed to be a very professional people with a job to do.
60. They have a good military.
61. Grate bunch of people.
62. They seemed very disciplined and at the same time afraid of their own shadow. Towards me and others very friendly and cooperative.
63. Personnel of the Turkish military were extremely well versed in the art of salesmanship.
64. N/A
65. Very stand offish
66. Very friendly, cooperative and courteous.
67. They seemed to be very military & rigid.
68. Dedicated, very professional.
69. Acceptable, very rank oriented.

- 70. Sharp, knowledgeable, friendly.
- 71. Competent, cooperative, professionals.
- 72. On the average, several cuts above his civilian brother in affairs of the western world, but somewhat out of touch with the common Turk.
- 73. Very friendly.
- 74. Strict. Rank does make a difference, as well as have its privileges. They play for keeps. Very little esteem for the ____? ____.
- 75. Helpful and friendly.
- 76. I had no contact with these people.

WHAT IS YOUR OPINION OF MILITARY TURKS?

No opinion	1	Did not like conscript program	1
No nonsense	2	We could take lessons from them	1
Strict bearing	2	Hospitable	2
Great	2	Patient	1
Apprehensive	1	Good pilots	1
Very military oriented (bearing)	6	Well trained	4
Security conscious	2	Reserved	1
Believe in their jobs	1	High	1
Friendly	19	They didn't fight	1
Talkative	1	Eager to assist	2
Competent	4	Treated us beautifully	1
Disciplined	8	Serious about protocol	1
Practical	1	Proud	2
Generous	1	Nice	2
Proud	3	Took job serious	1
Dedicated	2	Worthwhile allies	1
Motivated	3	Sharp	2
Professional	7	Ready to fight	1
Easy to know	1	Cooperative	5
Formal in rank distinction	1	They were great	1
Great respect of authority	1	Loved their country	1
Helpful	9	Hatred for Russia	1
Courteous	5	Polite	1
Aloof	1	"Standoffish"	1
O.K.	2	Rigid	1
Receptive	1	Acceptable	1
Outgoing	1	Play for keeps	1
No respect for draftees	1		
Good	3		
NCOs well prepared	3		
Knowledgeable	11		

WHAT IS YOUR OPINION OF CIVILIAN TURKS?

1. Somewhat below our standard of living, but open and friendly.
2. Extremely hospitable, well mannered and affectionate. These people are unspoiled.
3. Nice conservative people. Would like to have spent more time with them.
4. Very friendly, very interested in meeting Americans, protective of visitors to their country.
5. Very honored and happy to have Americans around.
6. They were friendly.
7. Truly some of the kindest people I have even had the pleasure of being around.
8. I found most Turks to be very friendly, very honest and hard working. I had a great deal of respect for the Turks regardless of how poor they were.
9. Friendly, practical, generous, proud.
10. Friendly.
11. They were easy to know, pleasant and generous.
12. They seemed happy and were friendly. . . and curious about the strange Americans.
13. They were very friendly and warm. They went out of their way to help.
14. The most friendly of all peoples I've met around the world.
15. Friendly, open and extremely hospitable on all occasions encountered.
16. Extremely friendly and outgoing.
17. Polite, hard working, dressed in 1930s fashion. I saw no beggars while there.
18. Good.
19. National oriented, quiet, remote.
20. Dealt only with 2 shopkeepers, they were very cordial. As for general civilian populace, formed no opinion.
21. Most courteous of Europeans.

22. Very friendly, willing to give you a chance, helpful.
23. Seemed friendly and pleased to meet Americans.
24. Very friendly people, somewhat backwards living conditions.
25. Friendly, pro-American, capable.
26. They are very friendly people. They also seem very honest.
27. Very friendly and hospitable as well as extremely honest and nationalistic.
28. Friendly, hospitable, honest.
29. Extremely hospitable. A very warm and interesting people.
30. Real nice and hospitable.
31. Very friendly and frequently stated welcome.
32. Very friendly. Eager to assist you in the language, directions, etc.
33. Very friendly, helpful, loyal.
34. Very friendly.
35. Outstandingly proud group of people. Very smart.
36. Very nice people.
37. They were nice people.
38. Very compatable and interesting.
39. Nice people, very proud, bend over backwards to help us dumb Americans.
40. Very friendly, warm people.
41. They were great and about as nice as you could ask for.
42. Very friendly - nice people.
43. Friendly - eager to please.
44. Very curious people, willing to talk, open, friendly.
45. Not too bad.
46. I fell head over heels in love with them.

47. Willing to go out of their way to help.
48. Outstanding people. Gracious and polite.
49. The kids liked us, while the rest of the people could care less.
50. Good.
51. Very friendly and receptive.
52. I do not care for them but I did not have much contact with them.
53. They are hospitable - friendly - proud of their country and history.
54. Very polite people.
55. Mostly very nice and friendly.
56. Real nice people, they were a little leary about us.
57. Very friendly people.
58. The people were very hospitable and friendly. I was not a threat to them and they received me into their homes. Although certain individuals did not like America, they did like Americans. I have the highest respect for Turks and am ashamed of my prior prejudice and apprehension toward Turks in general.
59. I felt the people working on base were warm and friendly people.
60. They were nice people.
61. Grate!
62. Very curious, friendly, courteous. Seemed as though they would give the shirt off their back to make you feel at home.
63. Civilian Turks were very hospitable.
64. They were real nice and helpful.
65. Very friendly.
66. Friendly, but not overly so.
67. Friendly and accomodating.
68. Friendly, very responsive to our needs.
69. No contact.

- 70. Helpful, busy, proud, concerned about his future.
- 71. Culturally aware, nationalistic, proud.
- 72. Honest - hard working - not too complicated, but basically trainable.
- 73. Very friendly.
- 74. Friendly, hard working/deeply traditional.
- 75. Reserved - I thought they tolerated us.
- 76. They are poor. I feel they would do most anything to help you. I think some tried to make you feel as if you owed them something.

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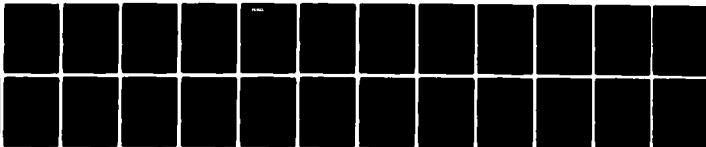
AIR FORCE ACADEMY CO
THE REPUBLIC OF TURKEY: INTERCULTURAL EDUCATION AND THE COLORAD--ETC(U)
MAY 81 W A MITCHELL, C W REDDEL, B P SHAW

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WHAT IS YOUR OPINION OF CIVILIAN TURKS?

Accommodating	1	Nationalistic	3
Affectionate	1	Nice	12
Busy	1	Outstanding	1
Conservative	2	Open	2
Courteous	1	Outgoing	1
Compatible	1	Poor	1
Capable	1	Pro-American	1
Concerned about future	1	Protective of Americans	1
Curious about Americans	3	Practical	1
Cordial	1	Plesant	1
Dressed in 1930 fashions	1	Proud	6
Did not care for them	1	Polite	3
Deeply traditional	1	Respect for them	3
Eager to assist	2	Reserved	1
Easy to know	1	Receptive	1
Good	2	Quiet	1
Great	2	Talkative	1
Generous	2	Quiet	1
Gracious	1	Unspoiled	1
Hospitable	11	Well mannered	1
Friendly	42	Warm	5
Honest	5	Responsive to our needs	1
Helpful	7	No contact	
Honored to have Americans	1	Make you feel you owe them something	1
Hard working	2		
Happy	1		
Interested in meeting Americans	2		
I loved them	1		
Kind	1		
Interesting	2		
Low standard of living	2		
Loyal	1		
Leary about Americans	1		

ATTACHMENT 22

COLORADO AIR NATIONAL GUARD DEPLOYS
TO NATO'S SOUTHERN FLANK: A CASE
STUDY IN GEOGRAPHIC EDUCATION*

by

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for

Presentation at the National Meetings, Association
of American Geographers, Louisville, Kentucky,
13-16 April 1980

*The views presented in this paper are those of the author and do not necessarily reflect the official views of the Air Command and Staff College or the United States Air Force.

This study describes how the Colorado Air National Guard prepared for a deployment to Merzifon, Turkey, in support of NATO's Display Determination exercise. The USAF Academy's Middle East Study Group provided an indoctrination program stressing both Turkish language and basic knowledge about their host country. A chi-square test revealed a significant favorable change in attitudes after Guardspeople completed the program. The author deployed with the Guard and observed behavior in the field.

COLORADO AIR NATIONAL GUARD DEPLOYS TO NATO'S SOUTHERN FLANK:

A CASE STUDY IN GEOGRAPHIC EDUCATION

William A. Mitchell, United States Air Force Academy, CO 80840

About six hundred Colorado Air National Guard members recently deployed to Turkey on a NATO flying training mission. The USAF Academy was charged with developing and presenting them with a multi-disciplinary program in geography, language, history, and political science. A three-month indoctrination course emphasized the physical and human geography of Turkey, concentrating on rural and urban problems, an introduction to the language, Islamic influences, historical perspectives, and terrorism. Academic objectives stressed both knowledge and developing positive attitudes. The author deployed with the unit and observed students' application of their knowledge and attitudes. This program is recommended for all future international military deployments.

PREFACE

This manuscript will be presented to the National Meetings, Association of American Geographers, Louisville, Kentucky, on 15 April 1980.

Major Mitchell is a tenured associate professor at the USAF Academy. He holds a Ph.D. in Geography/Asian Studies from The University of Illinois and a M.A. from The University of California, Los Angeles, in Geography/Middle East Studies. He has pursued Turkic Studies for over 20 years and has received grants for studies in Turkey from the National Science Foundation and the American Research Institute in Turkey. Results of his research on Turkey have been published in numerous national and international journals, in both Turkish and English. He is presently completing a 20 year longitudinal study of modernization in central (Cayirhan) Turkey.

The author is grateful to a variety of individuals and organizations. He particularly thanks the men and women of the Colorado Air National Guard for being gracious hosts during the indoctrination program and during the deployment. Thanks are also due to the men of the Turkish Fifth Air Force for their splendid cooperation and assistance during September and October 1980.

Members of the USAF Academy Middle East Studies Group provided invaluable assistance. Lt Col Carl Reddel and Captain Don Bishop were particularly helpful during the entire program. Additionally, the author thanks Major Paul Tribble, ACSC, for his continuing advice, assistance, and friendship.

Finally, Major Mitchell expresses his gratitude to the man most responsible for bringing the Indoctrination Program to the Colorado Air National Guard--Colonel James Hall. He dedicates this research to Colonel Hall, a man who fully recognized the importance and sensitivity of the mission and who truly believes in the Total Force Policy.

Since the second World War, tens of thousands of American military members have been stationed in foreign countries. As American military personnel and their dependents are assigned overseas, they transport with them their own institutions and material accoutrements. They arrive in an "America" within a foreign country, and very frequently live in relative isolation from their foreign hosts.¹

In contrast, this study is about one American military unit which strove to reverse the usual patterns of behavior for American military personnel abroad. Upon learning about an upcoming mission deploying the Colorado Air National Guard to Turkey, that organization initiated a program to educate its people concerning the host country, and to foster positive attitudes toward the assignment by providing accurate knowledge. Instead of encouraging the Air National Guard people to maintain low profiles and remain relatively isolated from the foreign hosts, the Commander encouraged person-to-person familiarity and stressed involvement in the community outside the military base on which they were located. The purpose of this paper is to describe the USAF Academy Indoctrination Program which prepared the guardspeople for deployment, and to demonstrate that there was a significant positive change in attitude of guard members towards Turkey after they completed the program.

THE SETTING

The Colorado Air National Guard deployed to a Turkish Air Force Base near Merzifon in north-central Turkey, about eighty kilometers south of

Samsun and the Black Sea. The site is located on the southern edge of the Pontic mountains.

The deployment occurred at a time when the North Atlantic Treaty Organization (NATO) had been weakened by external and internal pressures on Turkey.² Externally, over the past two decades, events such as the cessation of opium poppy production,³ the Cyprus invasion, the arms embargo,⁴ and the movie "Midnight Express"⁵ had contributed to strained Turkish-United States relations.⁶ Internally, Turkey had experienced political instability,⁷ economic deterioration,⁸ high inflation, high unemployment, dissatisfaction and resentment expressed by Kurds and other ethnic minorities,⁹ and increased leftist influences.¹⁰ These events led to a deep-rooted mistrust by Turkey toward the United States.¹¹

No one knew better than the Colorado Air National Guard Commander that the deployment would be a difficult assignment: a "bare base" deployment highly dependent upon Turkish logistical support. This was particularly true since a "bare base" is merely a hard runway with a potable water supply. The Turks controlled the base and provided security. The Colorado Guard Commander expressed to the Air University Commander his concern that the success of the deployment depended on the effectiveness of their relationship with the Turkish allies, both on and off base.¹²

OPERATION CORONET RIDER

The 140th Tactical Fighter Wing of the Colorado Air National Guard was a participant in Display Determination, a NATO joint services exercise which was part of the Supreme Allied Commander Europe's "Autumn Forge" series of military exercises.¹³ Operation Coronet Rider was the code name assigned to

the Colorado Air National Guard for its participation in the exercise. It was designed to demonstrate NATO capability to reinforce and resupply the southern European region during a threat by unfriendly forces.¹⁴ The exercise involved forces from the United States, Italy, Portugal, Turkey, and the United Kingdom.

According to the war scenario, the enemy started hostile activities along the southeastern flank of NATO, demanding outlets to the Aegean Sea.¹⁵ The NATO objective was to perform a coordinated air, land, and sea effort to seize, occupy, and defend a beachhead on Saros Bay, Turkey, from which follow-on NATO amphibious forces could pursue the enemy.¹⁶ The United States amphibious task force was part of the U.S.S. Nimitz and U.S.S. Independence carrier elements.¹⁷

During the 30-day exercise, the Colorado Air National Guard deployed 485 guardspeople and 18 A-7D tactical fighter bombers. Pilots flew 382 sorties for amphibious landing support, simulated enemy ship attacks, and interdiction missions.¹⁸

THE INDOCTRINATION PROGRAM

Both the Commander and the Director of Information of the Colorado Air National Guard were aware of the rumors concerning their potential host. Rumors that Turks hate Americans and that the country was unpleasant were prevalent. Another common view was that the chance of being shot by political extremists was very likely. An indoctrination program was seen as a method for presenting a more realistic picture to the guardspeople.

The basic objectives of the Academy indoctrination program were two-fold. First, it was designed to provide basic knowledge about Turkey. Second, it

was structured so that guard members, as nearly as possible, would develop a positive attitude toward the Turkish peoples.

For several reasons, many Americans have a less than favorable attitude toward Turkey. The Guard, as a cross-section of American society, is no different. There was no doubt by the 140th Tactical Fighter Wing Commander and his staff that for mission success the guardspeople needed accurate knowledge about Turkey's geography, history, language, and politics. The professional, operational, and technical competency of the wing members was not an issue. The unit has a long standing reputation for measuring mission success as the sum of quantitative operational accomplishments as well as interpersonal relationships with host countries.

Knowledge

The knowledge portion of the program emphasized the strategic importance of Turkey and its role in NATO. The country's geography, along with a thorough historical background, preceded a discussion of the Islamic religion. Contemporary problems in Turkey, including the rural-to-urban migrations, secularization versus Islam issues, and the crisis of traditionalism versus modernization, were given detailed consideration. Another major focus was on Turkey's political relations with the United States. Some lectures dealt with military issues, others emphasized the correct behavior by Americans while guests of Turkey.

A major part of the knowledge phase of the course was devoted to introductory Turkish language training. The language sessions were videotaped by Guard personnel and were available for daily review by the unit. A goal of mastery of forty phrases was set, and proved to be realistic. Language training

focused on expressions which would be used daily, both on the base and in civilian communities. Typical expressions were those used in or for courtesy greetings, ordering food, asking directions, counting, costs, money, signs, time, days, military ranks, common objects, and parts of the body. During language classes, the instructor also emphasized the importance of communicating slowly and with minimum words to English speaking Turks.

Attitudes

The difficulty of developing positive attitudes was anticipated. A survey questionnaire of guardspeople before the program revealed the following typical negative and/or unfavorable attitudes:

"Turks are tough and somewhat ruthless."

"Turks hate Americans and will rob you blind."

"People are not clean . . . not very honest."

"Turks don't like Americans because we symbolize money."

"Turks are dirty, smelly"

"Turkish men don't think much of women."

"Violation of any minor law would force me to work in a house of ill
repute."

"Turks are mean and hard to get along with."

"Dishonesty and hostility."

"Country is harsh and the people very poor and violent."

"People unfriendly--a basically dangerous assignment."

"Backward . . . Turks carry knives, ready to cut your _____ off."

"I don't believe I have ever heard an Air Force type express anything
but dislike for Turkey."

"Very backward country. People are hot-tempered and very anti-American."

"A backward saber-toting man tied to a European background."

Strained U.S.-Turkish relations undoubtedly played a major role in sustaining these stereotyped images of Turks. Believing that respect and understanding were major elements in overcoming ethnocentrism, the program concentrated on developing respect for cultural differences. The "difference" was stressed without inserting negative value judgments. Although the program emphasized the positive, it realistically explained the less favorable aspects of Turkish life, by American standards.

Influencing attitudes was a continuous process. The program demonstrated how cultural shock can erode effective interaction of different societies. Language preparation was seen as a way to build confidence for daily contacts with Turks. In fact, confidence in language encouraged the Guardspeople to seek friendships and make off-duty visits with Turks. A respect for Islam was interwoven through the entire program. By understanding the impact of Islam not only as a religion but also as a way of life, Guardspeople became interested in observing proper behavior for their host.

In preparation for deployment, the Guard published news items in Turkish, and posted signs in both Turkish and English on office doors, desks, and on restrooms. The significance of these actions cannot be measured, but gestures like these undoubtedly contributed to developing positive attitudes.

ANALYSIS

A chi-square goodness of fit test was used to determine if there was a significant change in the attitudes of Guardspeople as a result of the indoctrination program. The actual values (Table 1) in the test were obtained

from pre- and post-course questionnaires. The theoretical values were obtained from a survey of Guard members who were not exposed to the program. Sample sizes of each survey were 49.

The test showed a significant difference at the 99 percent confidence interval between the positive attitudes of course attendees before and after the course as compared to that theoretically expected.

CONCLUSION

This case study has shown how one American military unit was educated for an overseas deployment. Initially, a majority of Guard members viewed the assignment unfavorably. After a thorough indoctrination program, their attitudes changed significantly.

The objectives of the indoctrination program were to provide basic knowledge about Turkey and to develop positive attitudes. In this regard, it was highly successful. The author deployed with the Guard and observed their behavior with both military and civilian Turks. The Guardspeople applied their knowledge on and off duty. The language and knowledge about Turkey gave them confidence in their interpersonal relations with Turks. Their hosts were both amazed and deeply appreciative of the positive efforts demonstrated by their foreign visitors. General Tunc, Commander of the Turkish Fifth Air Force, and Merzifon Air Base, summarized it very well when he told the author, "We appreciate your efforts to communicate with us in Turkish and to learn our customs. We welcome you always."

	Positive Attitudes Pre-Course	Positive Attitudes Post-Course
Actual	18	44
Theoretical	19	19

$$\chi^2 = \sum \frac{(fo-fe)^2}{fe}$$
 Where: fo = the observed number in a given category
 fe = the expected number in that category

$$\chi^2 = \sum \frac{(18-19)^2}{19} + \frac{(44-19)^2}{19}$$

$$\chi^2 = .05 + 32.89$$

$$\chi^2 = 32.94$$
 Critical χ^2 value = 6.635

Table 1. Attitudinal Changes Toward Turkey as
a Result of Indoctrination Program

FOOTNOTES

1. Charlotte Wolf provides an excellent sociological study of Americans in Ankara, Turkey, in Garrison Community: A Study of an Overseas American Military Colony (Westport, Connecticut: Greenwood Publishing Company, 1969).
2. "Turkey's Military Sapped, NATO Flank Exposed," Denver Post, April 2, 1979, p. 10, and Robert H. Trice, "The Impact of Domestic Policies on American National Security Policy, in ACSC Readings and Seminars, Vol. 2, Military Environment: National Security Policy (Maxwell AFB, Alabama, 1979).
3. William B. Brundage and William A. Mitchell, "Toward an Understanding of Opium Poppy Production in Turkey," Journal of Asian and African Studies, Vol. XII, No. 3-4, October 1977, pp. 402-410.
4. "House Votes Down Military Aid to Turks," Denver Post, Friday, June 23, 1979, p. 1; "Turkey Linking U.S. Installations, Aid," Colorado Springs Gazette Telegraph, May 16, 1979, Analysis, p. 5; and "Aid to Turkey," World Wide News Section, Wall Street Journal, Wednesday, May 23, 1979, p. 1.
5. "Inmates Disturbed by Jail Film," Chicago Tribune, Thursday, December 28, 1978, p. 12.
6. Bernard Lewis, "Turkey Turns Away," The New Republic, February 18, 1978, pp. 18-21.
7. "Government May Sink with Turkish Economy," Colorado Springs Gazette Telegraph, May 20, 1979, p. 6.
8. "Turkey: A Surgical Operation on a Deathly Ill Economy," Business Week, July 9, 1979, p. 34; "The West Gets Together to Rescue Turkey," Business Week, January 22, 1979, p. 42.
9. "Behind Outbreak of Religious Strife in Turkey," U.S. News and World Report, January 8, 1979, p. 21, and "Death Sought for 300," Foreign News Section, Colorado Springs Gazette Telegraph, June 7, 1979, p. 2.
10. "Turkey Orders a Shift of Army Units to Avert a Spread of Terrorists Acts," The New York Times, December 30, 1978, ;. 3; "Turkish-U.S. Mission Bombed," Colorado Springs Gazette Telegraph, June 3, 1979, p. 1.
11. Lewis, "Turkey Turns Away."
12. Letter, Brig Gen France to Lt Gen Umstead, 15 August 1979.

13. Message, HQ USAFE(OI) to 140th Tac Ftr Wing, Buckley AFB, Colorado,
Subject: Display Determination 79 News Release, 24 September 1979.

14. CORONET RIDER, 140th Tactical Fighter Wing, Colorado Air National
Guard Operation Order 1-79, 22 August 1979.

15. Message, HQ USAFE, Display Determination 79 News Release.

16. Ibid.

17. Ibid.

18. Colonel James Hall, "Colorado ANG Deploys to Turkey," 140th Tac Ftr
Wing, undated, p. 1.

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APPENDIX I

THE INTERCULTURAL TRAINING PROGRAM:

A CRITICAL ASSESSMENT

Captain Bryant P. Shaw

The conception and execution of this intercultural training program has a significance which goes beyond its material content. The program, although efficiently executed because of the co-location of the units involved, represented a substantial commitment of resources, manpower, funds and time to prepare technically qualified people to function effectively in a foreign culture. This commitment highlighted a long-observed link between intensive intercultural preparation and the success of an Air Force mission. In short, the existence of this program signalled official recognition that intercultural understanding was every bit as vital to mission success as the very high technical expertise of the Colorado Air National Guard (COANG). The trainee perception of this commitment--of so many people in an official capacity spending so much time and effort on this project--may have done as much to prepare the COANG for its deployment as did the specific information in the program itself. For these reasons, the full support of the military hierarchy, from the highest organizational level of the COANG down to the local commander, was absolutely essential to the success of this program.

Apart from the above considerations, this program, like any other, deserves to be evaluated by how well it accomplished its twofold purpose: to provide useful knowledge about Turkey, and to develop a positive attitude about that nation. The program was designed to achieve the first objective in an extraordinarily efficient and professional manner. Over a ten week period, fourteen fifty-minute classroom lectures were devoted to a survey of Turkish history, geography, religion, politics,

demography, social customs, and U.S.-Turkish relations. Another fourteen hours of language training, designed to teach forty useful Turkish phrases, were conducted concurrently with the lectures. The eight program instructors each possessed either a Master's degree or a Ph.D. in a relevant field. Three of the instructors had previously been assigned to Turkey as part of their military duties; one instructor had completed research for his Ph.D. dissertation in Turkey and was fluent in the Turkish language. All eight instructors, as members of the USAF Academy faculty, possessed significant classroom experience. One may assume, then, that this program, via its largely academic milieu, was designed to--and did--provide a fund of very useful information.

Evaluating achievement of the second objective is more difficult. Did accomplishing the program's first objective ensure fulfilling the second? Does mere provision of useful information about a country guarantee the formation of positive attitudes? Two relevant observations can be offered in this regard. First, attitudes are formed as much (or more) through emotional as through cognitive means. This is not to suggest that the academic orientation of this program was not useful in itself, or that the lectures did not have an implicit "spin-off" effect on the development of positive attitudes.¹ Indeed, the pre- and post- deployment critiques point to the development of such attitudes. (See Attachment 20 for a measurement of the attitudinal change resulting from the training.) In these cases, however, as noted, the very existence of this program could have played a large part in the development of such attitudes. Likewise, the intense concern shown by the instructors inside and outside the classroom, in discussions and answering the wide variety of trainee questions, played a similar role as well.

More to the point, however, one may ask whether the program's academic milieu was the best means of promoting positive attitudes. It would seem not. Classroom lectures rely on the transmission and active reception of spoken words and ideas, and do not necessarily promote total student involvement. In terms of intercultural training, lectures are likely to be tangential to the formation of positive attitudes; the lecture method may be incompatible with the goal of producing someone who can digest information which springs from unspoken and culturally diverse sources. In the classroom, the instructor was "boss," while the students were relatively passive recipients of factual information. In Turkey, the students were forced to become active learners who could form positive attitudes by assimilating information transmitted through intense day-to-day, person-to-person contact--relying only on themselves, without the benefit of ever-watchful instructors. In other words, the intercultural success of the COANG depended on its being able to shift to a category of learning radically different from what was experienced during pre-deployment training.² In retrospect, it thus appears that the second program objective of positive attitudinal development was a hoped-for fringe benefit resulting from the provision of factual information. The vague and somewhat tenuous relationship between these two objectives is one of the most striking aspects of this (or any such) program.

Mindful of the above, and aware that funds and time are always limited, how can this kind of training be improved? Is it possible to make the objectives of the program--the provision of information and the formation of positive attitudes--more compatible? One way is to increase trainee participation in the planning, execution and evaluation of the program. For example, some formal consultation with the ANG trainees, prior to the start of the program, seems appropriate. What would they like such a program to contain? What do they consider important?

What problems do they foresee as a result of working in this or that foreign environment? Most important, is it understood that, as individuals and as a group, they are ultimately responsible for the success or failure of their pre-deployment training--just as they are responsible for the success or failure of their overseas mission? Inclusion of these aspects in the formal structure of the program would require a great deal of pre-planning. But the results could be substantial, in terms of the nature of the trainee needs, the relevancy of the information provided to fulfill these needs, and the transformation of the trainees from passive recipients of information to active participants in the learning process--a process which must continue overseas.

A second means of increasing student participation in the training process is through the use of programmed texts called "culture assimilators." These texts are designed to demonstrate, through descriptions of ordinary day-to-day incidents, basic concepts underlying American and specific foreign cultures.³ The student, after reading the descriptions, is asked to choose among several different explanations for the behavior of individuals within the incidents. Each explanation is refined by descriptions of its appropriateness or lack thereof, thus further illustrating the principles underlying the differences between the U.S. and foreign cultures. Use of these assimilators has advantages which seem particularly appropriate to pre-deployment training. First, the assimilators actively involve the students in the learning process by having them interpret and evaluate the meaning behind specific intercultural confrontations. Second, the assimilators are intended for use by those whose time is limited. They can be read in two to five hours--enough time for the flight to the host country, although this would certainly represent less than ideal learning conditions. Third, the assimilators are easily accessible⁴ and very inexpensive in comparison to the costs of sending a

team of experts from their primary job to the training site. Most important, the assimilators have proven their effectiveness to the military establishment for this kind of training.⁵ Finally, the assimilators contain information deemed critical for successful interaction in foreign societies. In sum, the cultural assimilators encourage trainees to think for themselves rather than depend on the instructor for "the answer."

A third means of increasing student participation in their pre-deployment training--and one which was used effectively in the COANG program--consists in developing language skills. This requires very active student involvement in their own training and promotes direct involvement in the host-country culture as well. Since language structures the world view of any society, even rudimentary language training may serve as a cushion against otherwise lethal culture shock, substantially reducing its effects. Further, knowledge of a few useful phrases can generate exponential returns in host country good will and may even be indispensable to some military duties.⁶ Unquestionably, the resources of the Defense Language Institute or Foreign Service Institute could be called upon to develop short course training materials and tapes in areas where local expertise is lacking.

An additional means of reinforcing the classroom instruction is to conduct structured follow-on training during the actual deployment. This could take the form of additional language training, or seminars to discuss the relevance of previous classroom training to current intercultural experiences. Such follow-on training has several advantages. First, it reinforces the link between intercultural awareness and the successful completion of the deployment mission--a reinforcement all the more critical for a program which has emphasized the lecture approach. If intercultural training is really all that necessary prior to

deployment, it is even more important (although admittedly more difficult) during deployment. Second, potentially serious problems can be identified and discussed before they threaten mission accomplishment, particularly if intercultural teams from both countries are working with their respective nationals. Third, intercultural problems and successes can be identified and catalogued to improve the training sessions for future deployments. Without some type of formal follow-on training, the lessons learned from the program will be lost, and future planners will be the poorer.

Still another means of increasing student interest and participation in these programs is through the use of host country nationals as instructors.⁷ A carefully selected native speaker from a military base or university may function as language teacher and provide a first-hand look at the host culture. Given the large numbers of foreign military officers and students studying in the United States, this kind of resource may be available locally and inexpensively. Even when used on a one-time basis, such individuals could provide answers to the "nitty-gritty" questions about their countries. Foreign military personnel have a unique and valuable role to play in this regard--a role which may even extend to participation in the planning, execution and evaluation of such training.

Finally, intercultural training is a two-way street, theoretically as necessary for the foreigners with whom U.S. military personnel will be working, as for U.S. personnel themselves.⁸ Perhaps if our allies played a role in the planning, execution and evaluation of these programs in the United States, we could suggest a similar role in devising comparable programs for them. Careful selection and assignment of intercultural training teams, composed of military personnel from both countries, could identify and shortstop potential problems during predeployment and follow-on field training. If this type of training is important enough for one country to experience, it should be important enough for both countries.

THE FUTURE

The planning, organization and execution of this extended intercultural program for the COANG signalled the recognition of its importance to the successful completion of the Air Force mission. This recognition stands quite apart from the content or style of the training, which will continue to evolve and improve if such programs are continued.

But if this much has been done (and it is a great deal), a tremendous amount still awaits completion. As of now there is no regular, institutionalized procedure for conducting this type of training on a continuing basis. The design and execution of this program was accomplished by members of the USAF Academy faculty, all of whom had other full time jobs. There is an indirect or "hidden" cost (i.e., beyond the actual TDY, travel and per diem costs) here in terms of the time spent away from the primary jobs. This indirect cost reduced the total cost of the program, particularly compared to similar programs which are commercially available; however, this indirect cost was paid out of the personal and professional sweat and dedication of the Air Force members who undertook this heavy additional duty, while still remaining fully responsible for their primary mission. This is not to suggest that the "hidden" cost should not be absorbed, that it is not worthwhile, or that it has not resulted in extraordinary returns for the Air Force; but it is important to realize that such costs make this kind of training much more expensive than financial vouchers may indicate. On the basis of the Colorado ANG experience (coupled with the Nebraska, Mississippi and Georgia ANG programs), the immediate return for the ANG--and the nation--seems to have outstripped both the "hidden" and the more evident financial outlays. However, if these programs are crucial to mission accomplishment, then they should be treated as such. To do otherwise is to risk "re-inventing the wheel" prior to each

deployment--in the event the local commander decides that he wants the program in the first place. There is much to lose by relying on ad hoc arrangements provided by individuals whose primary attention is directed towards other missions. This does not mean abrogating the regular Air Force support for the "total force" concept; it does mean that, if there is a link between intercultural preparation and mission accomplishment, such preparation demands very serious, full-time attention.

A specific ANG office could be designated to mesh all USAF resources (e.g., the USAF Academy, USAF Special Operations School, the Defense Language Institute, and foreign officers in the U.S. under the Military Assistance Program) with ANG needs. Such an office could oversee administrative requirements, plans, programs, TDY orders, funding, and training evaluations--as well as serve as a repository for trip reports, lesson plans, and liaison with other academic and business organizations associated with intercultural training. Perhaps a specific AFSC should be established to assume such responsibilities. In any event, formal institutionalization of these programs would ensure their integrity and see that the missions of related organizations are not degraded by the assumption of administrative program requirements.

It appears that the intercultural training program is worth doing. It makes sense to do it right. ,

NOTES

1. Some writers believe that a purely academic approach is really counterproductive in preparing students for cross-cultural interaction: "...there is considerable evidence...that 'knowledge' about culture and communication which is acquired in the absence of experience through action actually impedes the processes of adaptation...." Bryant Wedge, "Training for Leadership in Cross-Cultural Dialogue: The DA-TA Model," quoted in Reginald Smart, "Tune In, Turn On, But Don't Drop Out: An Approach to Orientation for Study Abroad," International Educational and Cultural Exchange, 7, No. 1 (Summer 1971), p. 54.
2. For amplification of this point, see Roger Harrison and Richard L. Hopkins, "The Design of Cross-Cultural Training: An Alternative to the University Model," The Journal of Applied Behavioral Science, 3, No. 4 (October/November/December 1967), p. 439.
3. The five "culture assimilators" published to date deal with Arab, Iranian, Greek, Thai, and Honduran cultures. See the Bibliography for specific titles and date of publication.
4. These texts are available from the Defense Technical Information Center, Defense Logistics Agency, Cameron Station, Alexandria, Virginia, 22314. The culture assimilators were produced under the sponsorship of the Office of Naval Research.
5. Martin M. Chemers, "Cross-Cultural Training as a Means for Improving Situational Favorableness," Human Relations, 22, No. 6 (1969), p. 531; Fred E. Fiedler, Terence Mitchell, and Harry C. Triandis, "The Culture Assimilator: An Approach to Cross-Cultural Training," Journal of Applied Psychology, 55, No. 2 (1971), pp. 101-2; Stephen Worchel and Terence Mitchell, "An Evaluation of the Effectiveness of the Culture Assimilator in Thailand and Greece," Journal of Applied Psychology, 56, No. 6 (1972), pp. 476-8.
6. The U.S. military establishment as a whole has recently been criticized for its lack of language capability. See "Inadequate Language Training Hampers Military," Air Force Times, 26 January 1981, p. 10, and "U.S. Military Faces Language Gap," Gazette-Telegraph (Colorado Springs, Colorado), 31 December 1980.
7. For specific suggestions on locating and using cultural informants, see Angene Wilson, "People, the Forgotten Resource in Intercultural Education," The Social Studies, 70, No. 6 (November/December 1979), pp. 258-264.
8. The necessity for mutual understanding of each other's expectations for personnel of both the United States and the host country is highlighted in Bernard M. Bass, "The American Advisor Abroad," The Journal of Applied Behavioral Science; 7, No. 3 (May/June 1971), pp. 285-7.

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